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ABSTRACT

This guide for field hockey and lacrosse is one in a series of guides for 22 sports published by the National Association for Girls and Women in Sport (NAGWS). Guides contain information on NAGWS-approved playing rules, officials' ratings, articles on teaching, coaching and organization, regulations governing national championships, bibliographies, and special features related to specific sports. A section in each guide presents information about NAGWS and the services it offers to teachers, coaches, administrators, and players. Field hockey features in this guide include: conditioning; high school field hockey; cycling as part of the preseason conditioning program; clubs vs. varsity concepts; umpiring techniques; equipment specifications, and metric equivalents for field measurements. Lacrosse features include: goalkeeping skills; umpiring; equipment and extension services; and the rules of Seven-A + Side Lacrosse 1976. (MM)

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National Association for Girls & Women in Sport

58

Field Hockey Lacrosse

JUNE 1976 – JUNE 1978

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NAGWS guide

Field Hockey
Lacrosse

JUNE 1976 – JUNE 1978

With Official Rules

Helen Knierim
Slippery Rock State College
Coordinator of NAGWS
Sports Committees

Editors

Linda K. Nixon, Field Hockey
Eleanor Kay Hess, Lacrosse

NATIONAL ASSOCIATION FOR GIRLS
& WOMEN IN SPORT
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NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a non-profit, educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

PURPOSE

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant

BELIEFS

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

FUNCTIONS

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by –

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201 - 16th Street, N.W., Washington, D.C. 20036.

NATIONAL COACHES COUNCIL

The National Coaches Council was formed by the NAGWS to:

1. provide a channel of direct communication among coaches at all educational levels
2. assist in the formulation and dissemination of guiding principles, standards and policies for conducting competitive sports programs for girls and women
3. keep members informed of current coaching techniques and trends
4. sponsor clinics and conferences in sports and coaching skills
5. provide input from coaches to USCSC sports committees and representative assembly
6. promote cooperative efforts with other sports-centered organizations
7. provide a united body for positive political action in the realm of girls' and women's athletics.

Academies for 11 sports have been established. (Note the application blank for specific listings.) Membership in each Academy is open to any coach of girls or women's sports or any interested person. Annual dues for AAHPER members are $10.00 per Academy. Non-AAHPER members pay $20.00 annually for membership in one sport Academy and $10.00 for each additional Academy membership desired. The $10.00 non-membership fee may be applied at any time toward AAHPER membership.

Get involved . . . JOIN NOW.

For information write:
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INTEREST INDICATOR

The Sport Guide Committee is endeavoring to broaden its base of personnel and to strengthen services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the Associate Guide Coordinator-elect, Pat Sherman, Univ. of Wisconsin, River Falls, WI 54022.

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6 – JANE MARKERT, PED, University of Kansas, Lawrence, KS 66044
7 – Jean Hedberg, 2039 4th Avenue, Greeley, CO 80631
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___ *The Eagle*, official publication of USFHA
___ I would like to play field hockey. Please send the name and address of the president of the association nearest to me.
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1975 AIAW-USFHA Collegiate Championship
Winner: West Chester State College
Runner Up: Ursinus College

1st Collegiate Championship

West Chester State College
West Chester, Pennsylvania
Women's Field Hockey

Front Row: Linda Treadway, Trainer, Lee Gerdes, Alexis Ziobro, Bunny Watts, Cheryl Holland, Jane Glass, Kim Tumilty, Joy Wenstrup, Vonnie Gros, Coach, Melinda Lando, Manager. **Back Row:** Sue Holland, Roseanne Smith, Bonnie McMurtrie, Karen Marley, Pat Stauffer, Nancy Stevens, Robin Altorfer, Felicia Ficea.

1st Collegiate Championship

Ursinus College
Collegeville, Pennsylvania
Women's Field Hockey

Back Row: Sherrie Harden, Co-Captain, Sue Rowe, Elaine Snyder, Betsy Meng, Melissa Magee, Sally Starr. **Front Row:** Karla Poley, Co-Captain, Maury O'Bryan, Sharon Sloyer, Judy Turner, Nancy Zurn, Karen Hansell

The First World Championships

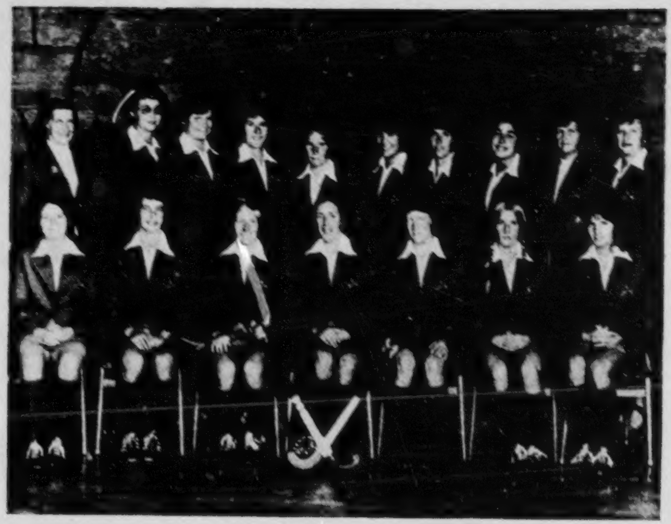
GRACE ROBERTSON

Grace Robertson is treasurer of the International Federation of Women's Hockey Associations, immediate past president of the USFHA, editor of The Eagle and an honorary member of the USFHA. She received her A.B. degree from Barnard College, New York, New York, and holds an M.S. degree in physical education from Smith College, Northampton, Massachusetts. She is coordinator of physical education at the Northfield Mount Hermon School, East Northfield, Massachusetts.

The melodious sound of bagpipes and drums filled the air; the colorful sight of pipers bedecked in every tartan imaginable greeted the eye – the occasion was the opening of the 11th Conference and Tournament of the International Federation of Women's Hockey Associations at Meadowbank Stadium in Edinburgh, Scotland. Twenty-two teams (Argentina, Australia, Austria, Belgium, Bermuda, Canada, Denmark, England, Great Britain and Ireland Under 23's, India, Ireland, Jamaica, Japan, Malaysia, Netherlands, New Zealand, Scotland, Spain, Trinidad & Tobago, United States, Wales and Zambia) marched into the stadium to the music of the pipers. Delegates from ten other countries (Bahamas, Barbados, Fiji, France, Germany, Guyana Hong Kong, Mexico, South Africa and Switzerland) were in the stands, leaving only three member nations of the IFWHA not represented Kenya, Singapore and Sri Lanka. The Rt. Hon. William Ross, Secretary of State for Scotland and Mrs. Eileen Hyndman, president of the IFWHA presided at the ceremony to open officially the first world championships for women's hockey.

Teams participating in the two-week tournament which ran from August 28th to September 10th, 1975 were seeded on the basis of their records in international competition through the preceding four years. Netherlands, New Zealand, Australia and England ranked first to fourth respectively. Six pools were set up for the first round of play with each pool to play a round robin. The United States, seeded eleventh, drew England, Hong Kong and Malaysia in its group. Hong Kong, unfortunately, had to withdraw leaving the pool short.

The U.S. first faced Malaysia, scoring an easy 3–0 victory. U.S. team play drew immediate comments from all sides on the tremendous improvement in performance since an international tournament in Amsterdam two years previously. Next for the United States was the big match – England. But while the American defense



THE 1975 U.S. TEAM TO EDINBURGH

THE U.S. TEAM: **Front row:** Gwen Wentz (P), Sally Wilkins (ME), Robin Cash (P), Di Wright (P), Janet Luce (SE), Ronnie Lawson (ME), Sue Myers (ME). **Back row:** Aggie Stegmuller (P), Mikki Flowers (SE), Beth Anders (P), Julie Staver (P), Nancy Stevens (P), Linda Kreiser (ME), Joan Moser (P), Jill Grant (P), Marge Watson (P), Emmy Magoon (NE).

played an outstanding game, the team could not sustain an attack, and finally succumbed 3–0. Talk of the match was U.S. goalkeeper Gwen Wentz's superb play and direction of her defense. There was little question that she was the oustanding goalkeeper of the tournament.

Following completion of the first round, the top two teams in each pool played a cross-over round (#1 team of one pool playing #2 team of another pool) to determine the six teams which would move into the championship bracket. Cross-over day turned out to be the most exciting of the tournament. It had been determined that ties in these matches would be broken by the use of penalty strokes, each team taking five, and three of the six matches ended in ties.

The match of the day was the United States vs. top-seeded Netherlands. It ended in a heartbreaking 4–3 loss on penalty strokes for the United States after a 70-minute exhibition of magnificent team effort.

With the cross-over games finished the teams moved into new pools of three for a final round robin. Belgium and India became the U.S. opponents. United States defeated Belgium 1–0 but despite 20 corners could not manage to score against India, that game ending 0–0. India then defeated Belgium giving the United States a second place finish in its pool and pitting it against Scotland in the play-off. The United States lost this final match 3–0, finishing tenth, one place up from its seeding.

In the top brackets, excitement mounted with each game. England emerged victorious over Argentina and New Zealand. The Australia/Netherlands/Wales pool ended in a tie between Netherlands and Wales, forcing a replay which went to Wales. The final was set – England vs. Wales. And in the end England emerged victorious, demonstrating in the final match the open, constructive, precise yet imaginative hockey befitting a world champion. Wales played well in the 2–0 loss, but the effects of their total effort against the Netherlands in the preceding day's play-off had taken its toll. This should not, however, take away from England its well deserved victory. The understanding between its attack and defense, between one forward and another was a joy to watch. At a cursory glance it might be said that England played a "traditional" lineup, but all the elements which are the keys of a "system" – fluidity, flexibility, interchange, use of the particular talents of each player – were so marked that one can only say they were playing their "system."

Closing Ceremonies

Highlight of the Conference closing ceremonies was the presentation of the Quaich (a Scottish loving cup) and emblem of the world championship to the English team. As the last official act of the closing, the IFWHA flag was lowered and presented by Scotland's captain to the Canadian captain. Canada will host the next Conference and Tournament in Vancouver from August 16 to 30, 1979. As the teams marched off the field it seemed to be all over, but it was not. Suddenly on the field a sea of color blended as the red and white of England joined the red and blue of Wales and then reached out to bring the colors of all twenty-two teams together. The players joining hands, linking arms, together ran a victory lap in and out among the pipers, all over the field. And indeed it was a victory for all – the spirit which led to the formation of the IFWHA spontaneously united these players from all corners of the world; win or lose, the game and the friendships made were, in the last analysis, the important things. The scene marked permanently those who took part and those who watched. May it always be thus!

Final Standing of the Teams

1. England 5–0–1
2. Wales 4–1–3
3. New Zealand 3–0–3
4. Netherlands 4–1–2
5. Australia 5 2–0
6. Argentina 2–2–3
7. Ireland 5–2–0
8. India 2–3–1
9. Scotland 4–1–2
10. United States 2--2–2
11. Belgium 2–2–3
12. Spain 2–5–0
13. Great Britain & Ireland Under 23's 3–2–1
14. Japan 4–3–1
15. Canada 5–2–1
16. Jamaica 4–4–0
17. Malaysia 2–3–2
18. Trinidad & Tobago 3–4–1
19. Austria 1–5–2
20. Bermuda 1–7–0
21. Zambia 1–7–0
22. Denmark 0–7–1

Small Games — A Prelude To System Play

ANNE C. LEDUC

Anne C. LeDuc received a B.A. degree from Rollins College, Winter Park, Florida and an M.A. degree from Columbia University, Teachers College, New York City. She is currently the director of girls physical education at George School, Newton, Pennsylvania. She is a former member of the U.S. Team and has toured South Africa, Australia, New Zealand and England. She has served as chairman of selections for Philadelphia and for the USFHA. From 1973 to present she has served on the National Coaching Committee and directed the Advanced Coaching Clinic for the USFHA. Anne has also coached the Penn Valley Association Team and the Philadelphia Sectional Team. In addition to teaching physical education at George School, Anne also coaches hockey and lacrosse.

Small games are fun, but they are also providing a new way to coach hockey. By "small games" I mean anything less than 11 vs. 11 players in a full field scrimmage. In reality any competition is a small game, be it 1 vs. 1, 3 vs. 1, or requal numbers such as 5 vs. 5 or 7 vs. 7. Obviously this is not really new or confined to hockey. We go one-on-one in basketball, play keep-a-way, and so on. This starts when the very youngest begin to play.

What may be new for many coaches is the use of the small game, *not* as an end in itself, but as a teaching tool. An 11 aside game is, in reality, a series of small games. Regardless of what system is played there is continually x number of attackers vs. x number of defenders, frequently more attack than defense. Yet how often, even on the most skilled level, can 2 attack beat 1 defense or even 3 or 4 attack, or 4 attack beat 2 defense, particularly if there is the added pressure of scoring a goal at the end? Thus, if we use small games also as a teaching opportunity there is a logical, progressive buildup.

But first, an obvious warning: use of these games is predicated on players being skilled enough to pass somewhat accurately and to stop and control the ball. You are helping them achieve this, but they should have practiced basic movement in twos (2's) using flat and through passes, diagonal cuts and other movements, the progression of which is well described in Horst Wein's book, *The Science of Hockey*. Practice is also needed in units of three, with back passes and more complicated moves added. Players used to be familiar with the concepts of supporting a player who has the ball on either side, of width, depth and replacement; these should first be taught without an opponent.

Assuming they have some technical introduction, I would start beginners with 1 player vs. 1 player, say from a bully just asking them to dribble over a line. Your boundaries can be a 10–15-yard square which, when laid out side by side, becomes a grid. The corner markers can be cones, 10 tins, or lines if you can manage them. Use of a series of small squares has the added advantage of keeping players under the coach's eye and keeping them active. Use of a grid also easily enables you to double or change your playing area.

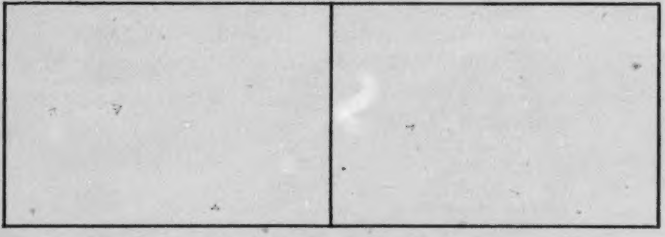


Figure 1. Diagram of a Grid.

From 1 vs. 1 a natural progression is 2 vs. 1. At least this introduces the idea of playing with a teammate and the need for movement and accurate passes. Since this is difficult to execute, I prefer to come back to it and concentrate on 3 vs. 1 and build from there. In threes, start first with play within a confined area about 15 yards. Have them support, move off the ball, etc. Then have the three work a variety of moves while running forward, building up from 15-25-40 yards. Adding a passive opponent further determines where and when to cut, and thus where and when to pass. It also introduces the concept of dead space, of a player running into and lingering in the space behind the defensive player.

Now you are ready for a 3 vs. 1 game. Base size of grid on skill of players, but basically it should be 15–20 yards square. The rules or conditions should be very simple, such as the three on attack dribble over the end line (but only use passes in play). Repeat several times, with an attacking player replacing the defense. Then the defense must intercept the ball to become attack (no direct tackling at first).

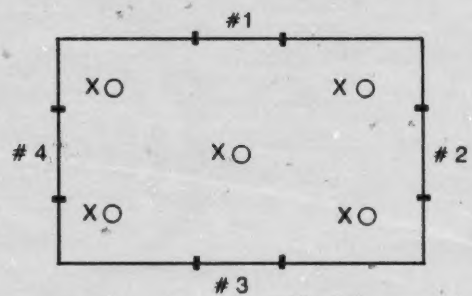
The conditions you place on the competition will determine or control what they learn. If you are playing 3 vs. 1 and you are seeking accuracy you ask them to push pass or only use "one touch" (they must receive and push touching the ball only once). With a drive it must be "two touch" (stop and hit). Goals can then be added at each end of the grid. Then goalies. You might say they have to use one back pass in each set. The coach can also keep them moving by feeding them balls which they have to come back and fetch.

I would next have them play 4 vs. 2, first in a smaller area, then expanding it to enable more movement. This brings in other concepts such as catching the 2 defense square and use of the through pass.

Then move on to 3 vs. 2 and return to 2 vs. 1. You can also accomplish this by use of a link player who goes both ways on attack, so you start out with 1 vs. 1 or 2 vs. 2 and designate the link. This teaches quick turnover from defense to attack and also is a good conditioner.

Varying your rules or conditions also makes the competition more challenging but should be geared to what you wish to teach your players, your lesson plan or theme, such as quick movement off the ball, change over into attack, and so on.

Equal number games become more difficult, and at first only the attacking aspects should be emphasized so they feel total commitment to attack and freedom of movement. Man-to-man marking and transition comes later. Again the conditions may vary. In 5 vs. 5 they have to make every other pass to a designated player. They have to make three consecutive passes to score a goal. They hand roll balls. They move ahead after their pass. Add goals, first two, then four, one on each side of the square. See Figure 2.



x's shoot in #1 and 2
o's shoot in #3 and 4

area: 15–25 yards

Figure 2.

You can also use goals at odd angles and have them shoot from both sides with 3 against 3. See Figure 3.

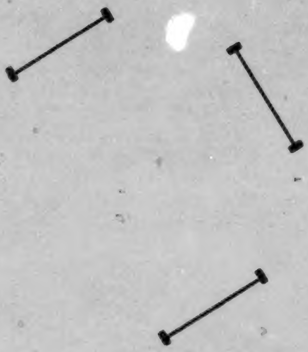


Figure 3.

Other conditions: use all members of a team before you shoot. Use a specified number and/or kind of pass. Play 1 touch, 2 touch. Shoot within so many seconds. Use your goalies on the field with kicking privileges only.

There are various ways of bridging this into a full field situation. One would be to play 3 vs. 1 from 25 to goal line on the right side of the field and another unit on the left, then connect them with a link and add shooting at goal. Another more difficult way is to play 4 vs. 4 down sides of field, from 50–75 yards to end line and 20 yards across. Then add a link player up front to connect units and play full field so you are playing 5 up front and 4 in back vs. the same on the other team, then add a sweeper or player in the back. Or you could just play connecting the two units of 4 on either side making 8; then take away 1 or 2 from the second line; then add a third line. Combine two triangles making 3–2 vs. lesser number of defense. Combine three triangles making 4–3 vs. lesser number. Play half field.

The possibilities and conditions are numerous and your imagination will, no doubt, provide many more. The better the surface, the better the chances for success. I recommend using a hard surface, such as indoors or tennis courts, as much as possible.

The important thing is to use the small game in a well-thought-out progression; to help players' techniques; to teach them to think creatively under pressure; to make them more fit; to challenge them in the context of an enjoyable competitive situation. If they have reasonable success at small games there *will* be carry over to an 11 aside context.

Summary

Advantages of small games are:

1. There is more involvement on the part of each player. A player touches the ball a lot more than the estimated 1½ minutes per player in a regular game. And when not touching the ball, the player must react more constantly.
2. Players become much more versatile in techniques and tactics.
3. Concepts of play are taught – creation of space, support, options, movement off the ball, reaction to new situations.
4. Small games provide excellent conditioning as players constantly move.
5. Small games help the coach use personnel and playing area in a most effective way.
6. Variety and fun are provided in a practice session.

One of the U.S. National Soccer coaches reports that after West Germany's victory in the 1974 World Cup he drove 25 miles around Munich and everywhere saw children playing small, pick-up games. When this happens with field hockey, like street hockey, on any surface, indoors or out, we will both strengthen all our teams and provide better health and recreation for our children.

The Mobile Attack

VONNIE GROS

Vonnie Gros received a B.S. degree from Ursinus College, Collegeville, Pennsylvania, and a masters degree from Villanova University, Villanova, Pennsylvania. She taught health and physical education in the Upper Darby School District and is currently teaching at West Chester State College, Pennsylvania where she coaches the varsity hockey and lacrosse teams. She has served as a national selector and coach for the USFHA. She was an outstanding player for the United States and represented the country for nine years. She also coached the U.S. Touring Team to Zambia and South Africa. The 1975 West Chester varsity field hockey team won the first AIAW USFHA collegiate championship held at Madison College, Harrisonburg, Virginia.

The mobile attack is one in which the principles of movement off the ball, depth and width replace the stereotyped positional play where players are limited because of formation or set plays. Mobility is characterized by interchanging positions by diagonal cutting, scissors, overlapping and/or go-behind moves. This interchanging confuses defenders because they must decide to mark a player who leaves the area or stays in the zone. It should be clear at this point that offense and defense is not a division within a team. Offense is possession of the ball and defense is possession by the opponents.

Basic Offensive Principles

1. *Moving off the ball.* This requires players without the ball to seek space. In the beginning the coach will have to direct players; telling them to find space "will not be enough." Both players must understand that no opponent should be in the path of or close to the path of the pass or possession will be lost.

In Figures 1, 2 and 3, initiative was taken by the player *without* the ball – she moves first. She must move to space with speed and determination. In Figure 1, the passer decides if she (B), on her way to open space, is free enough to receive a pass and has time to bring the ball under control. If she is free, the passer must give her the ball accurately; the receiver should not have to retreat or chase. In Figure 2, A moved as soon as she passed, a good practice. Actually A is free where she is but in the beginning it is wise to have players pass and move. If A takes "a" path, she is moving into dead space directly behind the defender and cannot possibly receive the ball unless

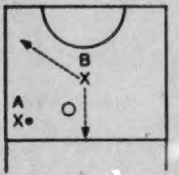


Figure 1.

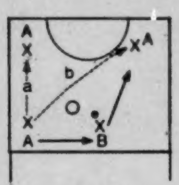


Figure 2.

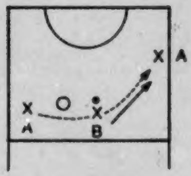


Figure 3.

KEY:
Player Dribbling
Player Without the Ball
Pass

defender O misses and she cannot count on that. In Figure 3, A is illustrating an example of going behind the player with the ball.

Practicing movement off the ball should be done in small groups with advantage in numbers to the attack. Small games of 2 on 1, 3 on 1, 3 on 2 emphasize the use of space with the initiative on the player(s) without the ball. More realistic games, still with smaller groups, can be played across the field with cones as goals. In these games do not bring in offsides until players begin to understand space through their play.

2. *Creating space.* This is done by dribbling diagonally, and by decoy runs in which a player makes a cut but will not receive the ball. However her move creates space for a teammate.

In Figures 4 and 5, the wing area is not open because defender O is there. If A dribbles diagonally taking O with her she has created space in the wing area for B to scissor (cut behind her to avoid obstruction) into the open space.

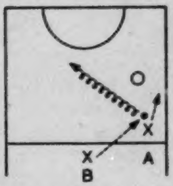


Figure 4.

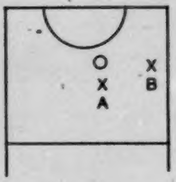


Figure 5.

In Figure 6, B makes a decoy diagonal run opening the wing space. This run is a cue to C to move at about the same time to the vacated space to receive the pass. Again, this is played at first in small games. In the beginning it is wise to spell out specifically who fills the space on decoy runs. Figure 7 shows how this can be done in a 4 on 4 game across the field.

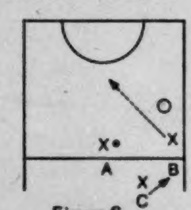


Figure 6.

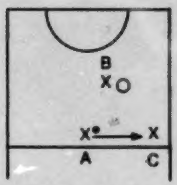


Figure 7.

Players A and B are primarily forwards while C and D are link or midfield players. C will key on B and D will key on A. If C's or D's key makes a diagonal run, that is their cue to move into that space.

In Figure 8, B makes the move. A would give her the ball if she is free, but if B takes someone with her then her space is open and used by C who moves up onto the attack.

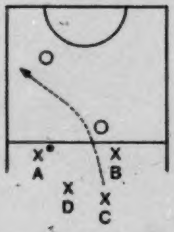


Figure 8.

3. *Depth.* If there are four players in a straight line, passing opportunities are limited.

X● X X X

A B C D

A can only pass to B. B and C are a little luckier because they have a choice on either side but limited.

If the players are positioned in such a way that they can all pass to each other, there are more options.

A can now pass to everyone as can B, C and D.

The shape of the attack should always be thought of in terms of triangles. The triangles are always moving and changing but never flattening out.

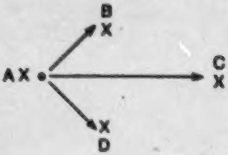


Figure 9.

Back to Figure 8. With player B making that diagonal run, she is giving her team the depth it lacked in the beginning. Figure 10 is the follow-up to Figure 8. Player A has three choices. Whichever she takes depends on what the defense gives her in the way of space.

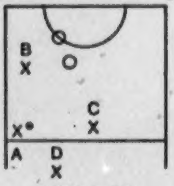


Figure 10.

At this moment she could use B but B will not have much time because defender O is close. She can pass to C who replaced B and is wide open or she can pass back to D – an unnecessary negative pass, however, at this time.

4. *Width.* If attack players cluster close to each other, the defender's job is made easy. Full use of the field is of utmost importance.

Probably the single most important move a player without the ball makes at the moment her teammate gets possession is to move toward the sideline to give the play width. A very common mistake in this situation is that the player without the ball moves toward the endline which most often is to the defender's advantage.

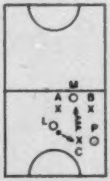


Figure 11.

Player C intercepts L's pass. At that moment if A and B run to the endline, they run into dead space behind M (Figure 12). This hasty move by A and B can only succeed with luck.

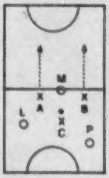


Figure 12.

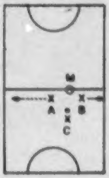


Figure 13.

In Figure 13, A and B move to the sideline (width) and M stays where she is – they are both free. If M goes with one, the other has much more space and time.

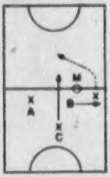


Figure 14.

If M goes out with B and B, after drawing her out there by going wide, suddenly cuts diagonally behind M, she is getting what she tried in Figure 12, but did not succeed because she did not use WIDTH first.

In learning the game, these principles, regardless of formation or system, are necessary. Small games are emphatically more beneficial because players are constantly involved with the ball or are always potential receivers.

I think it could be documented that in a 60-minute game each player, at the most, has 3 minutes with the ball. It is wasting players' practice time to play 11 vs. 11. Small games, in the beginning, should be conditioned, that is, no tackling or dribbling, for instance; but care should be taken that before long players do not learn to abuse the purpose of the conditioning.

Editor's note: For further information on the concepts presented in this article please refer to the Soccer Films listed in the Audiovisual section.

System Hockey

GREET VAN DER KROL

Greet Van der Krol is teacher and coach at Waverley School for Girls, Johannesburg. She was vice captain of Springbok, the South African national team, in 1967, 1969, 1970, 1971, 1973 and 1974. She played on the Southern Transvaal Team from 1964 to 1975. In 1975 she was vice captain of the Nomads Touring Team to the United States.

The importance of systems of play is exaggerated. It should be understood at the outset that there is no system that will overcome inaccurate passing or shooting; there is no system that caters to players who will not support each other and there is no system that caters to players who will not or cannot run.

The present introduction of the system into the woman's game was to divide and share the workload equally among all players. It was felt that in the conventional system the inners and the center half were overworked.

The time had come for a change in formation and from stereotyped, conventional playing. The introduction of system hockey led to new thoughts and challenges for the players.

System hockey, the new style of play, called for more skill, more awareness and a more complete hockey player. A player must be able to maneuver herself and the ball in a much smaller area so she needs much better footwork and high technical maturity.

System Player Skills

The following skills must be mastered by the system player:

1. She must be able to perform all basic skills at top speed: the hit, the stop, the dribble, the flick, the scoop and the push.

2. The Indian style of dribble is more advanced – with the ball in front of the body, the ball is moved from left to right with the reverse stick. The player must be able to look up and ahead while maintaining tight control of the ball.

3. Reverse stick must be completely understood with an awareness that the grip of the top hand changes slightly when the reverse stick is used.

4. The dummy (a fake or feint ploy against the opposition) is an essential part of the modern technique. This has to be mastered because it gives the player a bit more time to do something while she is being pressured (for instance, a player will use a dummy dodge or a dummy tackle).

5. Excellent physical fitness in speed, endurance, stamina, and agility is the basis of modern hockey.

Attack and Defense

The attack in modern hockey or free hockey is based on ball possession, awareness, running free, and support of the player without the ball. New arrangements of players were developed, that is, 4–2–3–1–1 or 5–4–1–1 or 4–4–2–1 or 3–3–3–1–1, etc.

The basis of the system starts with 4–2–3–1–1. Once this system has been taught it is very easy to adapt and change it to other systems.

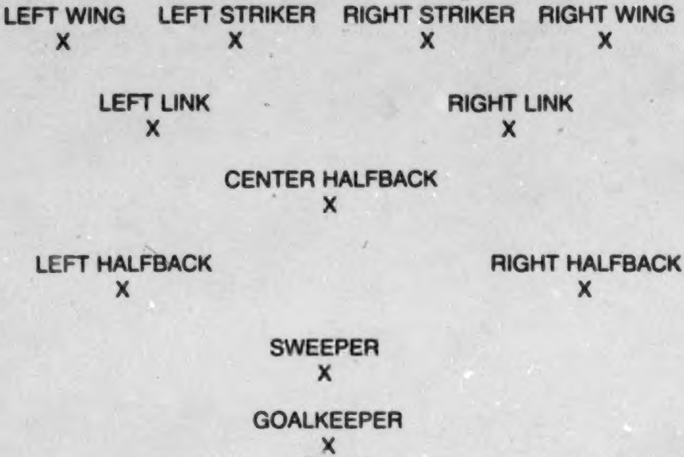

LEFT WING
X
LEFT STRIKER
X
RIGHT STRIKER
X
RIGHT WING
X
LEFT LINK
X
RIGHT LINK
X
CENTER HALFBACK
X
LEFT HALFBACK
X
RIGHT HALFBACK
X
SWEEPER
X
GOALKEEPER
X

Figure 1.

In this system we have four forwards – two wings and two strikers. The wings are required to stay well out so that we can always open up the game through our wings. It is essential for the forwards to change constantly and swap positions. Swapping positions is an aspect of modern forward play that confuses the opposition and is of tactical means. Players, however, must learn the art of swapping positions and not merely do so for swapping's sake.

Each member on the forward line must be able to play anywhere on that line. The players must be able to play the ball in any situation and to pass accurately and at any speed. They must move continually in the open spaces and make themselves available for a pass.

The two links are very important in both attack and defense. They will not play in a straight line but rather diagonally and must always be ready to receive a pass from their other link. A back pass from the forwards to the links must always be possible. When their own team is in possession of the ball, the links should be ahead of the players they mark to enable their own forwards to use them. For example, the forwards should be able to use their links in the following situations: *from right striker back to right link or from* right wing to right link. Or if the link has the ball the striker can pull away to make a gap for the link to come through with the ball.

When the ball is lost, the links must then immediately find their opposing forward to place themselves directly behind this player. If beaten in midfield, links must get back immediately and if necessary the sweeper will take their player with the link taking the sweeper's position. Links should, however, only take part in the attack if that does not put their own team in trouble on the defense. The right link will place herself more on the attack than the left link because it is more natural to do so as it is on the nonstick side of the opposition.

The defense in midfield will do zonal marking, but from the defensive 25–yard line down to the goal line, it will be man-to-man marking.

The center halfback plays a defensive role in this system. She marks one of the opposing forwards. The center half will mark the center forward against a conventional team and a striker against a system. Usually she never leaves her very far. She will always or nearly always play behind the two links and form the bottom of a triangle.

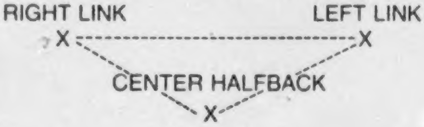


Figure 2.

The two wing halfbacks look after the opposing wings and that is their job only. There is no coming in onto the inner as in the conventional formation.

The sweeper hangs well back and plays mainly just above the 25–yard line; she is a sort of reserve back. There is not much room to move with the sweeperback around. Any long through passes or any loose forward who comes through will be picked up by her. Whenever the sweeper has had to commit herself, the defender who is recovering will take the sweeper's place. The two wing halves will also act as a cover. When the ball is on the left of the field, the right halfback will mark deeper so that she can come around and be an extra cover. The same happens on the left.

As soon as the team gains possession of the ball virtually the whole team will go onto the attack. The ball should be moved with quick, short passes. These passes can go in all directions. As soon as the team loses possession, all defenders will be marking their opposing number.

The goalkeeper also plays a more mobile role in this system. She will move about a lot more than in conventional hockey.

Conclusion

Once this system has been mastered a team can rearrange its players and play virtually any other system, for instance, 4–5–1–1 or 5–4–1–1. A variety of formations and freedom to execute new and varied moves makes hockey an interesting and imaginative game for the players as well as for the coach. Mastery of skill becomes a necessity for innovative play.

Adapting Drills to Game Situations

WILLA MEYLINK and JUDY WILDER

Judy Wilder is a past player/coach at the high school and college levels in Northeast District. She was formerly on the faculty of Skidmore College, New York, and presently is instructor of physical education at the University of Wyoming, Laramie. She has officiated hockey for 12 years.

Willa Meylink is a past player/coach at the college level from the Midwest District. She also coached at the high school level and played at the community and state level while teaching in Australia from 1971 to 1973. She is now hockey coach at the University of Wyoming.

Individual skill level is not the only attribute sought by coaches in developing a hockey team. The players must also be able to comprehend, react to, and recover as a team from any situation that may occur during a game. One-on-one structured drills seldom allow team members to handle the confusion often found in early season competition.

The "trash" or "nonsense" drills presented here attempt to enhance already existing drills by introducing a continuous state of flux found in game situations. The novice may find them useful in developing confidence prior to team play while the more sophisticated player is able to "drill" within the actual flow of a game situation.

Open Field Folly

Open field folly incorporates the concept of marking and/or covering with conditioning, agility and eventually ball handling. Development of open field perception, distance awareness, and position of opponents is also involved in this gamelike drill. The decision of a player to tackle, intercept or cover occurs constantly during hockey games. The same is true for the offensive unit as they decide whether to keep or feed depending on proximity of teammates and opponents.

Two offense players (o) jog down the field with the defense players (□) waiting (1). As the two approach, the defense player begins jogging backwards (2). When the offense accelerates, the defense player must decide when or whether to turn and run without letting the offense players pass her, or to commit obstruction in order to maintain appropriate distance for marking or covering. The defense player must continue to watch both opponents. While running down the field, the offense has the option of: fanning out (3) or having one accelerate at a faster speed (4). The defense player must then position herself to mark or cover or tackle depending on the specific purpose of the drill.

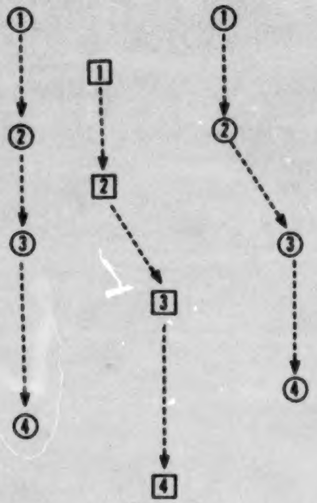


Figure 1.

When open field folly is being introduced, the movements should be explained, using diagrams, and understood by the players before they are put into the open field situation. Later, a ball should be added in control of the offensive players. Additional players may also be used.

Funnel Drill

Funnel drill adapts a one-on-one tackle drill to a drill that calls for reaction, agility in moving through players and gaining legal control of the ball. Because a straight line is the shortest distance between two points, players need to develop agility and aggression so they can reach the ball first without committing a body foul against opposing players. This drill is designed to have opposing players attempt to control the ball from the same direction, a skill seldom practiced yet often used.

Three "feeders" with several balls each stand about 8 feet apart at the top of the funnel. Other players form the sides of the funnel; 15 feet wide at the top and 5 feet wide at the bottom. These players should be 4 feet behind one another. Feeders then roll a ball to the left (Figure 2-b), right, or between the lines (Figure 2-a). When the ball is released, the top player in each line runs in and out of the players behind her. Both players must pass between the last person in each line and then attempt to gain control of the ball. Each line should be assigned a goal direction prior to beginning the drill. The player gaining control of the ball should then clear to an imaginary teammate or shoot on goal. As the players understand the drill, increase the distance between lined players to 6 to 8 feet behind each other.

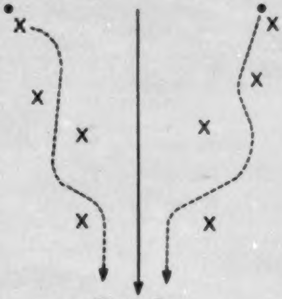


Figure 2-a.

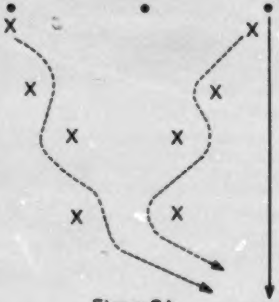


Figure 2-b.

Keep – Feed – Clear

This newer style of position play enables players to work on interchanges, spaces, and passing in a constantly changing field of play. It calls for eleven offensive players, beginning with the goalie's clear. Players need confidence in overtaking teammates when they can maintain control of the ball. They must also decide when to pass and, depending on placement of teammates and opponents, what kind of pass to make.

1. Eight or more players are scattered over an area, all facing the same goal. After dribbling past three players, the back person must feed or clear the ball (flat or through pass). If the ball is sent to a teammate, she continues to dribble forward and the original dribbler takes her place. If the ball is cleared, she sprints to regain possession until she is out of the group of players (Figure 3-a). The group faces the opposite direction, and the new back person starts through.

2. After this drill is understood, half of the players face the opposite goal with pinnies on and become opponents. Follow the same procedures, with a new dimension: offense (X) and defense (O) (Figure 3-b).

3. To add a conditioning aspect to K-F-C, as soon as a stationary player is passed by the player with the ball, the stationary player turns around, sprints back to a specified line (from 10 to 25 yards behind the formation), and sprints up to the formation, taking a new position for the next player coming through. Every stationary player passed (offense and defense), not just the first one, will be sprinting.

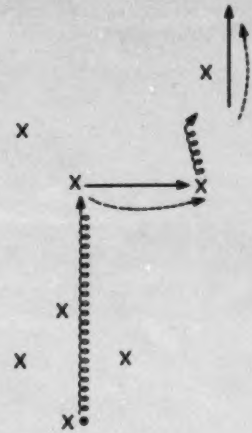


Figure 3-a.

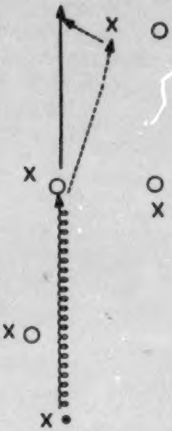


Figure 3-b.

In addition to these drills, which include the positioning and movement found in competition, others may be devised for certain aspects of the game that are usually overlooked in drills. Awareness of her teammates while the player attempts to control a ball is a necessary dimension of team play. An individual's perception of when she can reach for a bll, control it and maneuver it in any direction is another situation dealt with as an example.

Blind Man's Bluff

Familiarize players with positions and voices of their teammates. To group players closely as a tackle-back situation or within the circle is time-consuming and could result in loss of ball control in the time required to lift the eyes high enough to recognize teammates. Verbal cues are helpful here in avoiding that the ball is sent to a space and possibly lost. Players will also tend to space themselves better in anticipation of receiving a through pass when requested.

One player stands with eyes closed and her stick against the ball. Teammates are spaced in their relative positions. Another player gives a verbal cue ("Here!"), indicating she is in position to receive a through pass. The ball is passed in that direction and she maneuvers to receive it. (Caution: A push pass or flick is recommended because a scoop or drive may prove too strong.)

When players become comfortable with verbal cues, a one-on-one tackle-back situation should be added to start the drill. When a player gains control of the ball, teammates should automatically use verbal cues to indicate readiness to receive.

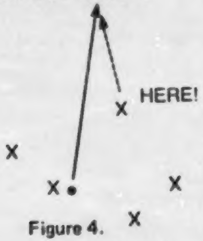


Figure 4.

Shot and Shot

This is a basic drill with an added dimension. It conditions physically and mentally for ball control. Perception of distance to the ball following a dodge, or regaining control after an attempted tackle can be worked on while building arm strength.

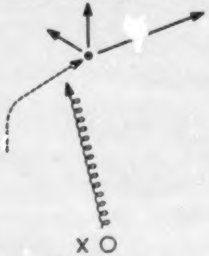


Figure 5.

The player (X) engages her stick against the shot (●) at a prescribed distance from the hockey ball (·) and pushes it until she is within her perceived reach of the ball. She then disengages the shot and in one stride reaches for the ball executing a flick, scoop or push pass to clear. (Figure 5.)

The suggestions presented here are just that – suggestions for teachers and coaches to continue to expand upon and adapt to strengthen a specific aspect of team play. Field hockey texts and guides are replete with drills; use them as a basis for further exploration. Ask questions: When does this happen in a game? Can I add something to make it useful for more than one purpose? How many people should or could become involved in this drill? HAVE FUN!

Indoor Practices vs. Rainy Day Activities*

ROBIN CHAMBERS

Robin Chambers received her B.S. degree from Lynchburg College, Virginia, in 1972 and her M.S. degree from Springfield College, Massachusetts in 1973. She is currently an instructor at The College of Wooster, Ohio, and coaches the varsity field hockey and lacrosse teams.

Indoor practices are different from rainy day activities. An indoor practice is an especially designed session independent of weather conditions, of who is using your field or number of players out on a particular day.

The teacher-coach has the opportunity to cover special areas or individual weaknesses that she feels take priority. Information presented out-of-doors is reinforced at indoor practices, where there is a chance to introduce new rules and strategy, time for critical team meetings and time to practice stickwork. If it is planned and used wisely, time spent indoors can be well spent.

Stickwork

If stickwork practice is desired, a regulation gymnasium will easily accommodate approximately 40 students. Columns, rows and shuttle formations probably offer maximum use of space and safety when drills involve much running. Eye–foot coordination and reaction time may be enhanced (especially in the beginning of the season) due to the quickness of ball movement.

Footwork

1. Scattered; no balls necessary. Players move as the instructor points left, right, forward, or back. Emphasize sticks held away from the body and close to the floor.
2. Scattered; each player with a ball. Players tap the ball to the left and back to the right. The feet move constantly, and the ball is never permitted to the side of the feet. Prohibit use of the reverse stick.
3. Columns; no balls necessary. Run forward and swerve to the left as if to receive a pass from the right or to start a circular tackle.

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*Thoughts and ideas for this article came from the author's own playing, teaching-coaching-experience and attendance at various hockey camps and clinics.

4. Columns; each player with a ball. Dribble a few times, pull the ball to the left, dribble forward, and repeat. Emphasize the quick pull to the left. Players in each column may start as soon as there is space ahead.

Dribble

1. Columns; placing the left hand only on the stick, dribble to the other end of the gym.

2. Columns; place four or five Indian clubs in front of each column. With left hands only on the stick, players dribble around the Indian clubs.

3. Same as no. 2 above, except players dribble around Indian clubs or tin cans, so that more students can perform at the same time.

4. Scattered; each player with a ball. Players make circles by dribbling clockwise in a limited space. Emphasize making a small circle with the ball and a larger one with the feet.

5. Two columns, 4 to 5 feet apart; last players in each line alternate and dribble between the columns to the head of the group; next player starts as soon as there is space. (Teaches players to keep the ball in front of the body rather than to the side.)

6. Scattered; each player with a ball. Players sidestep to the left and back to the right and keep the ball at all times between their feet. Do not permit use of the reverse stick.

7. Scattered; each player with a ball. Players dribble in any direction they wish. Discourage all moving in the same direction. (Teaches ball control and improves dodging ability.)

Passing and Receiving

1. Circle or line of six players with a leader; the leader starts with a ball and pushes a pass to each player in turn. Change leaders.

2. Circle of six players with a leader; players in circle pass (push) to one another and the leader attempts to intercept. When successful, she exchanges with the passer (places).

3. Shuttle formation with one column to the right side of the other one; players use push pass. Emphasize stop and push; no dribbling. Change, so passes are made both to the right and to the left.

4. Shuttle; start groups as far apart as possible. Player dribbles and then drives to teammate. Continue. Change so that drives are hit both to the right and to the left.

5. Columns with a retriever; place two Indian clubs a designated distance apart. Each player in turn dribbles and pushes the ball between the Indian clubs. Pass to the right and left.

Key:

∿∿∿ Dribble line

X Player

-----► Pass direction

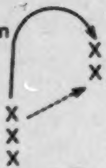

Figure 1. No. 3

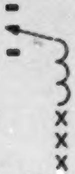

Figure 2. No. 5

6. Columns with a retriever; place an Indian club or tin can in front of or to the side of the column. How many times can each player hit the object?

7. Line on each side of the gym; one ball for every member of one line. Each player drives to the stick side of the person opposite. Later have players drive to the nonstick side. Emphasize moving behind the ball to field it.

8. Partners; one ball per couple. Players pass to each other while moving the length of the gym. Later have each partner intentionally pass behind her teammate, causing her to go back to field the pass. Emphasize correct fielding and eliminating obstruction. Later have player pass ahead of partner so that she must accelerate and reach for the pass.

9. Partners; one player stands several yards in front of her partner and faces the same direction. One player serves as a defense player and the other as an attack; both are on the same team. The defense player starts with the ball and passes to the forward, who runs back to receive the pass. Have the attack practice fielding from the left and right sides.

10. Two lines 20 yards apart; five or six players in each line. Place an Indian club in the center. Each player may have a ball, or fewer balls may be used. On signal, every player with a ball attempts to knock down the Indian club. One point is awarded to the successful team. Play a game of 10 points.

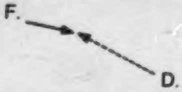

Figure 3. No. 9

11. Two lines 20 yards apart; five or six players in each line. Place a ball in the center. Players in each line number off for a game similar to Steal the Bacon. As the instructor calls a number, one player from each team goes to the center and attempts to push the ball over the opponent's goal line (where the other players are standing).

12. Same description and formation as no. 11 except the lines are placed farther apart and two to four numbers are called out so that players can use teamwork to advance the ball. Permit players to form groups to discuss strategy before starting, if desired.

13. Columns with a leader to the left and facing the same direction; supply the leader with several balls. The leader passes the ball diagonally ahead to the first player in the column. She fields it, dribbles a few times, turns to her right, and dribbles back to the end of the column. Change leaders and repeat with the leader to the right of the column.

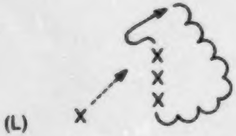

Figure 4. No. 13

14. Columns of three or four players stand behind a line 10 to 15 feet from a wall; each player in turn counts the number of hits made against the wall in 30 seconds.

15. Same description as no. 14, except a vertical line is placed on the wall at the intersection of the floor and wall. Players start to the right of the vertical line and hit the ball to the left of it, retrieve the ball and hit to the right of the line. Players must remain behind the starting line throughout. Each player counts the number of hits made in 30 seconds.

Dodges

1. Circles of five or six players with a shallow box in the center; each player has a ball and attempts to scoop it into the box. The first circle with ten successful scoops wins.

2. Shuttle formation with groups separated as far as possible; place a chair in the center of the gym. First player dribbles up to the chair and does a right dodge around it and drives to the first person in the opposite group. She dribbles to the chair, does a left dodge around the chair and drives to the opposite column.

Players go to the end of the other group. In this way, players attempt both dodges.

Tackles

1. Pairs: the player with the ball dribbles toward her partner, who attempts a straight tackle. Exchange places. Later, let the attack player attempt a dodge or quick acceleration to evade the tackler.

2. Scattered; each player with a ball. Each player dribbles clockwise in a circular pattern. Emphasize a large circle with the feet and a small one with the ball. (This is a lead-up to and practice for the circular tackle.)

Games

1. Teams of five to seven players; play a game lengthwise in the gymnasium, designating an area to represent the striking circle (keyhole area or the free throw line on the basketball court).

2. Two teams are formed (of any number of players), and each team stands on one sideline and the end line to its right (around a basketball court). The entire end line can serve as the goal or it can be limited to the keyhole or other designated area. Four to six players from each team start onto the court and play. When a goal is scored or after a certain time period, new teams go into the court. (Use rules similar to line soccer.)

Rules

An explanation, interpretation and demonstration of fouls give students an understanding of how they may be avoided. Use of a blackboard or magnetic board is helpful in explaining the boundaries of the field, out-of-bounds plays and penalties for fouls. A thorough explanation of the rules, with time for questions and discussion, may take several class periods.

Explain and demonstrate

(Using students, if desired)

1. Sticks and method of fielding the ball above the shoulder.
2. Obstruction and how to avoid the foul.
    a. How a forward should receive a pass from another forward.
    b. How a forward should receive a pass from one of her defense players.
    c. Defensive tackling – when a circular tackle is necessary.

Explain and discuss

(Using blackboard or magnetic board)

1. Offsides
    a. At midfield and approach [illegible] the striking circle
    b. Hazards in the striking circle

2. Penalties for fouls
   - a. Free hit
   - b. Corner
   - c. Penalty corner
3. Out-of-bounds plays
   - a. Push-ins
   - b. Defense hits
   - c. Corners
4. Penalty bully

Rule bee

Divide students into two teams (or more). Alternate teams and ask a question of each player. A correct answer by a player scores a goal for her team.

Strategy

In terms of strategy, the ideas that can be formulated are myriad. The reason for forwards to remain in their "railroad tracks" and defense players to mark or cover their own opponent should be clearly demonstrated with the use of the blackboard or magnetic board. Marking, covering, square and flat passes, the cooperation between the two fullbacks, the shifting of the halves in on the inner when the ball is on the opposite side of the field, and other aspects of the game can be shown. If students then have an opportunity to try to use the information, their chances of gaining a clear understanding of it is improved. For this purpose, the following technique may be helpful.

A table is used and each student is supplied with an object to serve as a player, such as a toy soldier, chess piece, domino or piece of paper. The students form two teams, and each student preferably plays her own position. The instructor identifies a specific situation, and each student places her player on the table in the correct position. The positioning of each player on both teams is evaluated and corrected, if necessary, before the teacher cites the next situation. The students reposition the players, and the process continues.

In more advanced classes, objects for players of two teams can be given to each student, who then finds a spot on the floor (in the gymnasium, classroom or locker room) and maps out her field. She places players of both teams on the field as the teacher indicates the situation. After each student has had time to arrange her players, all should have the opportunity to see how they should be placed. They can gather around one student as the teacher (or students) evaluates, and corrects if necessary, the position of the players. Then each student should have time to go back to her own players and to place them in the correct position. A new situation can be identified and the process repeated.

Using a blackboard or magnetic board, explain positions 1 through 12 below. Then have the students place players (objects provided) in each position:

1. Beginning forwards staying in their own area – analogy with railroad tracks.
2. The covering position of the fullbacks and halfbacks in midfield.
3. Positioning of the halfbacks backing up near the attacking striking circle.
4. Positioning of the defense marking in a circle.
5. Positioning of the defense when a free forward approaches the striking circle.
6. Positioning of the forwards in relation to the ball when the opponents have the ball – show what happens when forwards tackle back on opposing forwards.
7. How forwards can make spaces.
    a. For the center and inners
    b. For the wings
8. The placement of passes.
    a. Giving a square pass if the opponents are covering the space
    b. Giving a through pass if the opponents are marking
9. Positioning of forwards in circle play - rushing the goal and pulling on sides.
10. Positioning on free hits for attack and defense players.
    a. In the defensive end
    b. In midfield
    c. Near the attacking striking circle
11. Positioning on corners.
    a. Attack players
    b. Defense players
12. Positioning on a push-in for attack and defense players.
    a. In the defensive end
    b. In midfield
    c. Near circle

Keeping Up With Goalkeeping

KIM BROWN

Kim Brown is a graduate of Ursinus College, Collegeville, Pennsylvania, and teaches and coaches at the Phoenixville Area High School, Phoenixville, Pennsylvania. She has been goalkeeper with the U.S. Squad, the U.S. Reserve Team, the U.S. Field Hockey Team and the U.S. Touring Team to Jamaica.

Recent changes in the field hockey rules have necessitated some changes in the goalkeeper's play. Most changes affecting the goalkeeper are the penalty stroke, a free shot given to the attacking team due to defensive fouling and the new offsides rule, which allows the forwards to be closer to the goal.

The Penalty Stroke

The big change is the penalty stroke. There are several theories as to the best way to play. Basically the theories deal with three aspects of the situation. The first is where to position in relation to the forward. Most goalkeepers prefer to stand on the goal line in the middle of the goal cage. From this position it is equally easy to cover any of the corners and it is the position the goalkeeper would be playing if the ball were to be in the center during regular play. Some goalkeepers prefer a more unconventional position. They stand about a stick's length from the post of their right-handed side facing the left. They give the forward a more tempting shot. The strategy is to run through the space using your left hand to play the ball. Although a good attacking player should score on a penalty stroke, I feel that this second method allows for more scoring.

Heels or Toes

The second decision that has to be made is whether the goalkeeper should have her heels or toes on the goal line. The theory favoring toes on the line maintains that a goalkeeper in a crouching ready position should not have her heels on the ground. Also, because the goalkeeper will have to move out to play the ball, her momentum should help the ball to bounce away from her instead of over her as it might do if she were only moving sidewards. A player with her toes on the line does get a fraction of a second longer to find and play the ball. The goalkeepers who have their heels on the line feel that since they are in front of the goal line already they do not have to worry about moving out if the ball comes too quickly. They also feel that they are covering the angle a little better because they are that much closer to the forward. In short, whatever method gives the goalkeeper most confidence is the method to use.

Holding the Stick

The remaining area of controversy is how to hold the stick. The men, who have been playing with the penalty stroke rule longer than the women, play with two hands on the stick. The back of the left hand is toward the ball and the fingers are down. The palm of the right hand is toward the ball and holds the stick in the usual manner. From this position it is easier to use the stick in the left hand. Many goalkeepers have used another grip where they are looking at the backs of both hands. It is very difficult from this position to use the stick in the left hand. Keeping both hands on the stick enables the goalkeeper to use the hand on the ball side to play the ball if it is in the air. Because either hand may be used, the goalkeeper might wish to wear a glove on the right hand as well as on the left. The reason for holding the stick in two hands is to help protect against aerial shots on the goalkeeper's right.

Penalty strokes should be practiced daily with different people to become accustomed to changing hands without dropping the stick. It is important also to be sure that you will be able to play the ball with the correct side of the stick. If you do not, a penalty shot will be awarded.

Other Points

I feel the goalkeeper is in the best position and has the advantage in the penalty stroke. The forward is only allowed one move, but the goalkeeper is allowed to make a second effort.

The hardest part of the penalty stroke is the wait for the shot. The forward is allowed her move after the whistle is blown, but the goalkeeper must wait until the forward plays the ball before moving. In this situation, the goalkeeper should concentrate on the ball. She should not be distracted by the forward's body or stick. I find that it is helpful to think about getting behind the ball and stopping it. Since there is no rush allowed, the goalkeeper does not have to worry about further play.

Another point about penalty strokes is that the forward has an advantage if she can aim for the high corner on the goalkeeper's right hand side, or the low corner on the left. The goalkeeper should practice these areas especially.

The New Offsides Rule

The new offsides rule requires that the goalkeeper change her method of stopping and clearing. For the goalkeeper this means that the forwards will be closer than ever before. Therefore the goalkeeper must move out to play the ball more often. If she stands and waits for the ball to come, she is making her job even harder by allowing forwards extra time to get in position to play the ball. A skill that will need to be stressed is clearing on the fly, or clearing the ball without stopping it first. Many coaches do not encourage their goalkeeper to clear the ball on the fly because the clear is lofted into the air since the goalkeeper has her weight back on her heels instead of on the balls of her feet. This can be corrected by having someone do the following drill with the goalkeeper early in the season:

Have the goalkeeper stand in the goal in the proper position. The balls should be rolled slowly, one at a time, down the center of the circle. The goalkeeper should be told to come out and meet the ball, to clear it out of the circle and to chase it until the edge of the circle. This will help to get her weight forward. To be sure that she is doing the clear correctly, the following description should be explained to her: A step is taken toward the oncoming ball. The free leg is swung forward to contact the ball in front of the goalkeeper. The goalkeeper has her head over the ball and the foot that is contacting the ball. Body weight is transferred to the foot contacting the ball just as the ball meets the instep of the foot. The goalkeeper should then assume the ready position. As the goalkeeper gains confidence, the balls should be rolled harder and the roller should move to different places on the circle. Eventually the balls may be driven with a stick. A rushing forward should also be added to put a little more pressure on the goalkeeper.

Another reason the goalkeeper may loft the clear is that the field is bumpy and she feels that the ball may bounce into her face. Throwing bouncing tennis balls at her, as well as fixing the circle, will give her more confidence in herself.

Clearing on the Fly

The ability to clear on the fly is a definite advantage for the new rules. Moving out toward the ball helps the goalkeeper to cut off angles if she is in the proper position.

Bouncing balls provide trouble for the goalkeeper. In the past, goalkeepers were told to stop and clear these balls. Because the forwards are closer to the goalkeeper to begin with, the goalkeeper wants to be rid of the ball as soon as possible. A new type of skill is necessary to clear a bouncing ball on the fly. To begin to learn this, I would suggest practicing punting a hockey or tennis ball and having it go up in the air. Then have the goalkeeper try to use this same motion to have the ball roll along the ground. You should find that the goalkeeper is bouncing the ball off the top of her foot when her foot is directly below her bent knee. It may be necessary to hold an extra sponge under the "kickers."

Once the goalkeeper has mastered this clear dropping the ball for herself, an attacking player should throw tennis balls or lacrosse balls bouncing at the goalkeeper.

The ball should be directed out of the circle by the top of the foot. Neither the foot nor the ball should rise into the air. The follow-through of the foot should be forward instead of up after contact with the ball. Figures 1 to 4 show the three stages of the clear.

Two Practice Areas

Incorporating the "systems" type of play should be of little concern to the goalkeeper. Two areas that do require a little practice are tackling the lone forward and playing the dodge. It is more important than ever to practice tackling the free forward. This should be done just as the forward enters the circle, at a time when the ball is off her stick. It is best for the goalkeeper to use her right foot to tackle the forward since it is the center of her defense. She still has her stick to reach with on her right and her foot on the left. This situation occurs more frequently in the new type of play.

The other skill, which is common in the new play, is to practice playing with a defense player against two or more forwards. The goalkeeper should practice playing the dodge and remaining in the proper angle.

Figure 1 shows the proper goalkeeping position for a penalty stroke. Notice the grip on the stick and the goalkeeper's crouched position. Figures 2, 3 and 4 illustrate the three main steps of clearing a bouncing ball. Figure 2 shows the backswing of the leg prior to contacting the ball. The top of the foot then comes in contact with the ball (Figure 3). You should notice that the ball will contact the top of the foot under the bent knee. You should also note the forward position of the goalkeeper's head. Figure 4 pictures the forward follow-through after the clear has been made.

Conclusion

To be effective in the changing game of hockey a goalkeeper must not stand and wait for the ball to come to her but should move out to play it. She should also develop confidence in her defense of the penalty stroke situation. Clearing on the fly is more important than ever before. This means that the goalkeeper will not have to deal with the rushing forwards.

There are many individual styles of goalkeeping. I have described here the ways I find best. What is best for you depends on your ability and experience as goalkeeper and the level of skill of your opponent. It takes a great deal of practice to make skills work when you want them to.

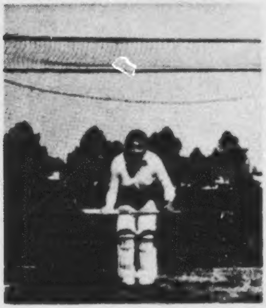

Figure 1. Penalty stroke position.

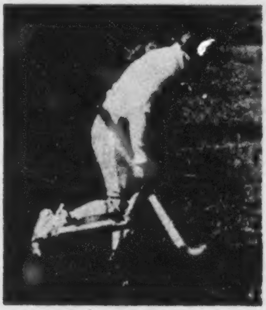

Figure 2. Backswing.

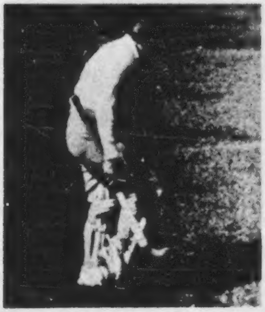

Figure 3. Contact

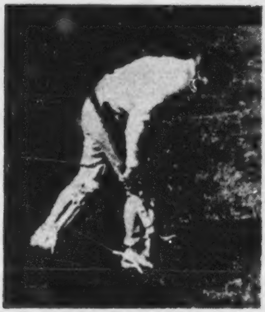

Figure 4. Follow through

In Condition — High School Field Hockey

MARY ANN HARRIS

Mary Ann Harris received a B.S. degree (1961) and an M.S. degree (1973) from Temple University, Philadelphia, Pennsylvania. She has taught physical education and coached to all age levels. She has been a player for the U.S. Field Hockey Team for 15 years and served as captain for 4 years. She is co-author with Judith Benscoter of In Condition – Women's Field Hockey (1974) and its supplement (1975). She was in charge of the field hockey workshop at the 1975 AAHPER National Convention in Atlantic City and wrote an article for the 1967 Guide on the International Conference.

The concentrated practice of fundamental skills and participation in physical conditioning are basic to the high school program. With expanded competitive programs we are interested in the best development of our teams and of individual players who will compete beyond high school.

My purpose in this article is to present ideas for the high school conditioning program and to list a few important points to consider in planning such a program.

Stress endurance, speed, stamina, and mobility/agility in the development of your program.

Develop the above aspects of training both singly and together with skills particular to field hockey.

3. Reach the workload intensities that would be imposed by a hockey match.
4. Work to carry out your plan! Try to instill into the competitor the drive towards completion.

For preseason training set your time prior to the attendance of the girls at camp or the beginning of school. Design a program beginning with endurance-type running so that by the end of the preseason training the girls can run 2 or 3 continuous miles. From the beginning, short sprints should be interposed in the endurance schedule. Speed runs should be introduced into the schedule in increasing amounts and should be combined with sprinting, hill running and skill work. As a result, the player will be ready to learn at camp and/or school.

A planned program is important. The following preseason conditioning program is one suggestion. The content will be brief, with more detailed information to be found in *In Condition – Women's Field Hockey*. Or a coach might use this outline including her own ideas.

Conditioning Program

Four Weeks

a. Two weeks: endurance running, including warm-up and conditioning exercises

Week I

Day 1 – Limbering-up exercises (arms and shoulders, back and leg flexibility, ankles, abdomen, hips and general warmup). Run/walk 1 mile. Strengthening exercises (sit-ups, push-ups, back arch-ups and 3/4 squat jumps).

Day 2 – Limbering. Run 1 mile. Strengthening exercises.

Day 3 – Limbering. Run 1 mile (faster pace). Strengthening exercises.

Day 4 – Limbering. Fartlek-2 miles for endurance but with short sprints.

Week II

Day 1 – Limbering. Run 1½ miles. Strengthening exercises.

Day 2 – Limbering. Run 1½ miles. Strengthening exercises.

Day 3 – Limbering. Run 2 miles. Strengthening exercises.

Day 4 – Limbering. Fartlek-3 miles. Some speed work.

b. Two weeks: endurance running with intervals, and sprinting drills (field space or a track desirable – 100–yard length necessary)

Week III

Day 1 – Limbering. Slow run ¼ mile. Run pattern I (at the end of the article). Strengthening exercises.

Day 2 – Limbering. Show run ¼ mile (5 by 50 – yard sprints. 1 by 100 yards. Slow run ¼ mile. Strengthening exercises.

Day 3 –Limbering. Run Pattern 1. (5 by 25 yards, 3 by 50 yards, 1 by 100 yards). Strengthening exercises.

Day 4 – Limbering. Timed run, 20 minutes. Short sprints interposed.

Week IV

Day 1 – Limbering. Pattern III. Strengthening exercises.

Day 2 – Limbering. Slow run ¼ mile. 2 by 25 yards, 5 by 50 yards, 2 by 100 yards. Slow run ¼ mile. Strengthening exercises.

Day 3 – Repeat Day 1.
Day 4 – 3–mile Fartlek run with accent on speed play.

Suggestions for Stickwork

1. Dribble with speed and control
   Interval style, 50 yards (incomplete recovery)
      (1) close, (2) loose, (3) sweep-ball doesn't leave stick
      75 yards, 50 loose, 25 tight
      Dodging
2. Driving and fielding: dead stop plus movement into and from receiving
   Push passes (strength, accuracy)
   Drive, push, and flick as a shot
3. Passing: square-square, through-through, square-through, through-square, 45 ° angles

Fifth Week (and weeks prior to opening game) a. At hockey camp and/or first few weeks back at school. Concentrate on stickwork, positions, and teamplay
(1) Emphasize fundamentals.
(2) Stress tactical moves.
(3) Include speedwork, sprints and footwork, while continuing to build on endurance base.
(4) As the first game nears, stress teamplay and tactical work.

The high school season will vary in length but usually runs from Labor Day until the end of October with a ten-game schedule.

During the competitive season there are practice games and a regular schedule of matches, often two games a week. During practice use the interval method in technique and tactics. Deemphasize all-out speed work, sprinting and footwork; endurance will continue through scrimmages and matches. To relax and to fight boredom use some endurance runs either of timed or Fartlek type.

Planned practice sessions are also important. In the following example of a plan for a pregame day, the workout is less physical and more mental preparation. The word technical refers to stickwork; tactical refers to game situations/structures.

20 minutes: Gentle run, then combined warm-up including all types of running/footwork with limbering-up exercises interposed. In the last 10 minutes use the stick and ball and keep on the move.
10 minutes: Technical exercise designed to improve speed.

10 minutes: One technical/tactical drill, such as interval of free-hit situations.
20 minutes: Shooting/goalkeeper.
20 minutes: Short practice game or parts of the game to stress.

Finish with mental preparation, which may include strategy and motivation.

In addition to developing the conditioning program for your girls you also have a role as a leader, motivator and authority on the importance of conditioning. You must realize that at this level you are helping students to form concepts and experiences in physical fitness that will hopefully carry over into their life styles. Your interest and encouragement are necessary. It is also recommended that you encourage the use of aerobics conditioning or participation in other active sports during the off-season.

You should tell your players what you expect of them regarding health habits such as proper diet and sleep, and avoidance of the use of alcohol, tobacco and drugs.

After the season, look at your results and evaluate them. What is your seasonal record? Hopefully you see higher skill, a speedier game, and more enjoyment on the part of the players. Ask the players their views. Without waiting until you have forgotten, write down all you think should be retained in your program and the areas that you should concentrate on more the following season.

Patterns of Running

Directions

1. 18 lengths should be completed in 8 minutes. Time yourself every few days when running a pattern and attempt to decrease your time.
2. 18 lengths of a hockey field equals approximately 1 mile.
3. The running is varied to reach some comparisons with that done in a hockey game.

Pattern I Run 1 length
Jog 1 length
Complete 18 lengths

Pattern II Run 1 length
Run backwards (on toes) ½ length
Jog ½ length
Complete 18 lengths

Pattern III Run–jog 1 length
Sideward running 1 length (alternate right and left side running)

Repeat above, alternating for 12 lengths
3 lengths-sprint 25, jog 25
3 lengths-sprint 50, jog 50

Pattern IV Run 1 length
Jog 1 length
Complete 12 lengths
2 lengths-sprint 25, jog 25
2 lengths-sprint 50, jog 50
2 lengths-sprint 100, jog 100

Pattern V Run–jog 2 lengths
Run 1 length using a long stride
Run 1 length using short and fast steps (on your toes)
Repeat above pattern to complete 16 lengths
Run–jog 1 length
Sprint 100

Pattern VI Run–jog 15½ lengths
10's: Continue in a forward direction and sprint back and forth between the 50- and 25-yard lines 10 times (you must touch the line each time you reach it with either hand).

Cycling — A Part of the Preseason Conditioning Program

BARBARA M. SAMPSON

Barbara M. Sampson is instructor of physical education at Colby-Sawyer College, New London, New Hampshire. She received a B.A. degree from William Paterson College, Wayne, New Jersey, and an M.S. degree in physical education from Southern Illinois University, Carbondale, Illinois. She owns and operates a bicycle repair shop, "Spokes and Chains."

Cycling is listed among the top forms of exercise for cardiovascular health. Running and swimming head the list of activities with cycling a close third. It would appear, therefore, that cycling might have something to offer as conditioning for a running sport, such as hockey. Running, swimming and cycling are all considered aerobic exercises, that is, exercises which, while demanding oxygen, do not produce an intolerable oxygen debt. This characteristic means they can be continued beneficially for long periods of time. Although obvious effects of cycling are seen in the lower limbs, especially in the upper and lower leg muscles, the ankles, knees, back and abdomen are also involved, and of course, the whole cardiovascular system.

Getting yourself started should not be too difficult. Be sure your bicycle "fits" you. Raise the saddle so that when you are on the seat your leg is fully extended with your heel on the pedal. Then, when you place the ball of your foot (which is the proper point of contact with the pedal rather than the arch) on the pedal your leg will have the proper flexion for comfortable riding. Raise the handle bars so the stem of the bars is level with the saddle. Now you are ready to exercise.

Try to develop a cadence (a constant rhythmical pedal action) of approximately 60 to 80 revolutions a minute. Practice this on varying terrains and maintain your cadence by gearing up and down depending on the terrain. Gear down going up a hill and gear up going down a hill. Your object is to try to maintain the same pressure on the pedals all the time. A mark of good style is rapidly moving legs and a quiet body.

Consider working on "ankling" to help strengthen those ankles. As you push the pedal down, drop your heel then start to point your toe as you bring the pedal around at the bottom. As the pedal starts, back up, point your toe hard and try to help pull the pedal back up instead of letting that foot ride up as the other one is doing all the work of pushing down.

Aside from these few techniques to help make your cycling more fun and less laborious the only other advice is to get on your bike and ride. Ride for fun, for exercise or for whatever reason you think of. The important thing is to RIDE.

Some ideas might help you get started using your bike as part of your conditioning program. Ride easily to a jogging spot as a warm-up, do your jogging, then leisurely ride home for a warm-down. Ride three days a week and jog the rest of the week. Alternate riding, jogging and swimming. The ways of including cycling in your conditioning program are endless. The only limiting factor is you and what you want to do. So get on those bicycles and keep yourself conditioned for hockey come next September!

The Club vs. the Varsity Concept

LINDA ARENA

Linda Arena has her B.S. and M.S. degrees from Brockport State College, New York. She is currently a doctoral candidate at Ohio State University, Columbus, Ohio in the physical education program. Linda has taught physical education at Hamburg Senior High School and served as a graduate assistant at Brockport State College. She is an instructor in the Significance of Human Movement Focus at Brockport State College. Linda has been a player for and president of the Buffalo and Finger Lakes Field Hockey Associations and is the coach of the Brockport State College Field Hockey Varsity Team.

The broadened social climate that Title IX affords women's athletics has evoked skepticism regarding the type of extracurricular programs that will be developing in the near future. The further acceptance and increased financial support of women's sport programs need not automatically foster accelerated varsity programs built upon the established male model. The club concept of extracurricular athletics offers an alternative to standard varsity programs.

Club field hockey is based on a no-cut system. The less skilled students, who need instruction most, form an integral part of the total program. The improvement of each player's skill is the main objective of club field hockey. Winning is only an aim of play during a game. Competition is provided according to ability level. Teams are set up on a skill level basis with games against other schools or colleges contracted for as evenly matched contests as possible. A strong field hockey school may therefore play its third team against the first team of a small school which is just developing its field hockey program. Scheduling in this manner provides a true contest between two teams. The chance of a totally one-sided game, where little is learned by players, is minimized.

Club players can learn how to handle effectively much of the decision making necessary for proper functioning of their own program. For example, at the college level, an executive council may vote on certain matters under the advisement of the coach. The council might be comprised of each of the club's team captains and goalies, a freshman representative, and a transfer representative. Decisions made by the group may cover the following: the skills that need more work; setting up practice agenda; which system works best for each team; development of new team plays; game-starting lineups and substitutes; what teams should be scheduled against what schools; what equipment should be purchased, and so on. Because coaches are not allowed to coach from the sidelines during a game, the development of players able to think for themselves is important.

The club concept can also provide an alternative to the standard halftime talk which is usually primarily the responsibility of the coach and "stat" sheets. Nonplaying teams and game substitutes can be a part of halftime suggestions and encouragement. Sideline players can be guided in what to look for when watching their position, opponent and overall game strategy. Their thoughts should be shared at halftime with the playing team. Points not constructively brought out by the players may be summarized by the coach. This helpful peer evaluation brings the different team players closer, as well as expanding their knowledge of the game.

A club program naturally increases the number of players a coach works with. This enlarged player–coach ratio can be productively handled both by increasing the time allowed for practices, and more important, increasing the part the players themselves have in the program. Split practice sessions allow the different team groups to help each other in a number of practical ways. Advanced players can be used for teaching and officiating, while any level player may be used to run drills, keep stats or time at stations.

An example of a split session program is the following, now in use by Brockport State College (time slots are approximate and change as the season progresses):

3:00 – 4:30 Practice for the third team and lower club teams
- a. Review and drill of basic game skills and strategy
- b. Round-robin game play
- c. Individual conditioning

4:00 – 5:30 Practice for the first and second team
- a. Individualized warm-up and drill program. A list is posted of the skills each player should work on, with suggested drill ideas. Players work on weak skills, problems they had in a past game, or skills specific to their position, such as the bully, corner hit, push-in, penalty stroke, and so on.
- b. Advanced skill instruction and game strategy
- c. Coached game

5:30 – 6:00 Individualized conditioning and goalie sessions
- a. A specific practice program for goalies is developed by the goalies and the coach. The coach is free to work specifically with goalies at this time.
- b. Time for conditioning is allowed for those players still out of shape, or for those players in positions that require a lot of endurance.

The absence of the coach at each drill or learning station necessitates the development of players' attitudes that *"perfect* practice makes perfect." Motivation and pride in becoming the best a player can be takes the place of coach commands and praise. Drill stations with built-in, gamelike motivation are helpful. Changed often to accommodate the shifting interest span of players, some examples of popular stations (see Figure 1) include:

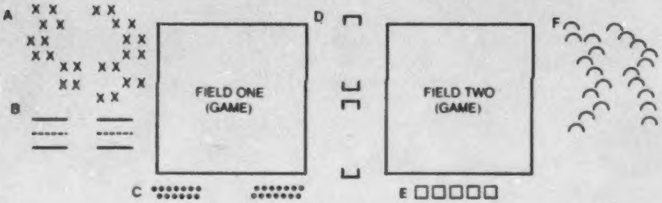

Figure 1.

A. Back pedaling for goalies, sweepers, and covering fullbacks, through a maze of pinnies positioned as gates.
B. Two opposing teams of three or four forwards each behind their respective lines. Given 30 seconds, a contest of which side can knock down the most tin cans on the center line. A push, flick or scoop stroke can be designated.
C. Timed dribbling in and out of a series of two lines of individual 2-foot-long line marks, each a yard apart.
D. Mini three on a side, half field games with cones as goal cages. Controlled passing is encouraged as players must keep the ball within a narrow field. Balls sent over the sidelines are put back into play by a push-in.
E. Players try to stop a rolled ball within a 16-inch square box.
F. Bent coat hangers form a croquet game like maze which ball handlers speed through for time. Hoops can be positioned to simulate pull to the left and right dodges. Blocks and cones add variety.

Each individual player can keep a progress report of scores at drill stations. Occasional posting of best times or scores for team levels promotes motivation for practicing hard. Extra drill stations allow for more efficient handling of large numbers of players and less sitting around waiting for a turn at game play.

No practices are "required" in a club program. Players may be given a calendar of what will happen when and decide for themselves the commitment or level of involvement they desire. Some students may choose not to compete but to play instead on a lower level team, attend instructional sessions, learn how to officiate or help teach. The highly skilled athletes are encouraged to improve within an individualized practice program. They do not have to sit through yearly reviews of basic skills. The club concept can go beyond a schedule of practices and games. Extensions can be made to include freshmen-transfer orientation gatherings, once a week rap sessions with limitless topics, winter ice hockey and broomball games, officiating area J-V team games, offering clinics at area schools, providing in-service day camps, or taking spring trips abroad. Club field hockey is open-ended. As an alternative to the standard varsity concept of athletics, the strongest asset of a club program is that it is centered upon the needs and interests of the players. Field hockey originated and can remain in the hands of the players in a club concept.

How To Start Hockey in Your Area

CATHERINE BROWN

Catherine Brown is a graduate of Dartford College of Physical Education, Kent, England, and holds a masters in education from Ohio University, Athens, Ohio. She has coached high school and college teams in field hockey and played for Ireland and the Great Lakes Association. She is currently a vice president of the USFHA and an assistant professor in the School of HPER at Ohio University.

Have you recently graduated from school or college and taken a new position in an area of the United States that does not have a hockey club? Do you want to play but live in an area that has no hockey? What do you do? Drive 200 miles to play or BE BRAVE AND ORGANIZE a group in your own area. Avoid feeling frustrated about having to do the organizing; it may take a little time but the effort and pleasure will be worth it.

Here are some suggestions:

1. *Decide why you wish to start hockey in your area.*
   This may sound trite but the reasons for organizing hockey may affect the structure of the group and its future plans. Will the club or group be open to all types of players, that is, the beginner, the player who wants enjoyment and the ambitious player? If you organize for inexperienced players and locals, opportunities for the more talented players will become available. A sound base and local support is important.
2. *Where do you get the players?*
   Send a letter of inquiry to interested people, local physical education teachers, recreation groups and community centers. Include the projected plans for the group, suggested meeting times and practice place. Ask about playing experience, reasons for wishing to participate, particular interests (coaching, umpiring, etc.), distance willing to travel and possession of equipment. Make sure that all people feel welcome.
   Place an ad in the local paper.
   Speak to graduating seniors in local high schools and colleges or show a film.
3. *Playing area*
   This may pose a problem but talk with personnel in local schools, parks, recreation and community centers concerning available space, free times and charges. Endeavor to find a central area so travel time for all players will be similar.

4. *Equipment*
   Goalposts may not be available but it is possible to make temporary goals or even to use stakes. As for sticks and balls, check local sources first. Ask for help by writing to *The Eagle* or refer to Sauk Valley for loan equipment. (See addresses at the end of this article).
5. *Affiliation with the USFHA*
   Make contact with the national organization for assistance with bylaws and personnel. (The address will be in the current *Guide.*) The USFHA will assist with club structure and suggest personnel who may give guidance.
6. *Organizational meeting*
   Schedule a meeting before the first practice session to set up a simple operational structure. Elect necessary officers and determine their duties. Decide on the meeting place and time. Copy all addresses and telephone numbers. Decide on dues for expenses, affiliation and equipment. Organize structure of sessions, practice, play, talk or strategy sessions. Designate coach or coaches and umpires. Find out whether members wish to play other clubs. KEEP IT SIMPLE – a sound beginning is important.

If you have more than eleven members, try to organize two clubs. Encourage clubs to play other clubs and then think about the progression upward.

Helpful hints:

Remember the group has to serve all members.
Try to see that all people are involved.
Stimulate local interest and support.
Avoid doing all the work; look for other people who have strengths in areas such as finance, secretarial expertise, organizing, umpiring, etc., and use them.
Enjoy it.

Address inquires concerning borrowing hockey equipment to:

The Eagle
Dorie Viguers
R.R. #1, Eden Trail
Bernardston, MA 01337

OR

Sauk Valley Farms
Brooklyn, MI 49230

How About You?

JACKIE WESTERVELT

Jackie Westervelt is a graduate of West Chester State College, West Chester, Pennsylvania. She has taught physical education in the public schools of suburban Philadelphia. A past member of the U.S. teams and U.S. reserve teams, she is a national umpire and has been a member of several U.S. selection committees. She has been president of the Philadelphia Field Hockey Association, is an honorary member of that organization, and served as its official coach for several years. In 1959 she was the coach and manager of the touring team to the IFWHA Conference at Amsterdam and in 1963 served in the same capacities for the Conference Team at Goucher College, Baltimore, Maryland. She was the coach of the U.S. squad in 1960 and 1961 and has been a director of the Towers Hockey Day Camp since 1946.

Field hockey has a changing face. Many new ideas have been formulated, and rules have changed. There is a new enthusiasm among many of our players and coaches. How about you?

The game is booming and the growth potential is unlimited for both men and women. School and state championships and collegiate national championships will add to this development. The Men's Olympic Team has hired a coach who is traveling the country encouraging the growth of both men's and women's hockey. In many areas of the United States combined clinics are being run. There is talk of having mixed hockey, not to replace men and women teams, but as an additional recreational activity. We need enthusiastic coaches for men and women; people who are open to new ideas and who will make learning enjoyable. How about you?

Good coaches will steal every worthwhile idea from other coaches. They will read new articles and books and review the old. They will observe coaches of other sports and utilize anything that may be applied to field hockey – a method of teaching, a way of using all the facilities and space or a psychological approach.

Excellent coaches will do all the above and add more. They will devise their own systems, develop new methods and use small games and fun activities to cement fundamentals. The methods they use will depend on their personnel. Their players will be molded, not fitted into a mold. They will help their players learn to initiate and to be discerning in a game and to perform accurately and quickly according to changes in the play.

The game of hockey can be seen as a series of small games that make a pattern for the whole game. The coach and the players must understand the overall pattern of play that is to be used. They must work together to develop good play in the small areas, keeping in mind the overall pattern of the game. Systems of play, whether 5–3–2–1, 3–3–4, 4–2–3–1 or any other formation will only work when all the players involved have mastered the basic skills and have an understanding of the whole game. Any skill used in a game situation must be absolutely mastered in practice under pressure. Each practice session should have an aim and the players should be aware of the aim for the day and how it fits into the whole. Coaches must make learning skills as interesting and challenging as possible. Boredom sets in fast. It is important for players to understand where, when and how each skill is to be used in a game. By setting up a series of small games throughout the field you simulate the pressure of a game situation. Coaches need to plan practice sessions that emphasize basic skills developed in isolation and in the small areas of the pattern.

Coaches and players might make a list of the skills and abilities needed to fit into the overall game plan. The coach should supplement the list with his/her own suggestions. Some of the qualifications to be included might be:

1. Ball control – includes all stickwork
2. Accuracy in passing
3. Accuracy and variety in shooting
4. Good body and foot movement with and without the ball
5. Awareness of back and side supports
6. Ability to recognize dead and open spaces
7. Ability to create space by moving
8. Ability to see and move into spaces with speed
9. Ability to go one-on-one
10. Ability to fake, dodge, change pace
11. Ability to size up the opposing team quickly.

After a list has been developed, the items can be numbered in order of importance to the overall objectives of the team.

If we do not keep looking for new ideas and trying them out, if we cannot see what changes are viable, we will not grow.

Be a coach. Be a good coach. Be an excellent coach.

USFHA PRINTED MATERIAL – 1976

The printed material listed on the order form below is available from the USFHA. Please send order blank with remittance in check made payable to the United States Field Hockey Association. No stamps, please. All prices postpaid; payment must accompany order. Send to Mrs. Ann F. Markel, 710 Maple Court, Moorestown, NJ 08057.

	Price	*Number*	*Amount*
"Know the Game – Hockey" – revised illustrated – Booklet	$ .65	______	______
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Supplement to *In Condition*	$ .75	______	______
Both book and supplement purchased at same time	$3.00	______	______
International Federation of Women's Hockey Associations Pamphlet – 5 articles in each issue on the various aspects of hockey:			
#1 – January–1971	$ .35	______	______
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Field Hockey Bibliography

Revised by ADELE P. BOYD
Ursinus College, Pennsylvania

Books

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Rule Books

American Alliance for Health, Physical Education, and Recreation, *NAGWS Field Hockey-Lacrosse Guide*. Washington, DC: AAHPER.

Official Field Hockey Rules for Schoolgirls, USFHA Inc., 1975.

Rules of the Game of Hockey, Guidance for Players and Umpires, International Hockey Rules Board and Women's International Hockey Rules Board. Brackley, Northants: Smart and Co., Ltd., 1975.

List of foreign hockey publications available on nonprofit basis from USFHA distributor: Gertrude Hooper, 369 Atlantic Ave., Cohasset, MA 02025.

List of printed materials available from USFHA distributor: Ann F. Markel, 710 Maple Court, Moorestown, NJ 08057.

Field Hockey Visual Aids

Revised by HELEN R. MARTER
Philadelphia, Pennsylvania

Films

The following 16mm., sound, black and white films are available through the USFHA. Rates, exclusive of postage, are: allied, $7.50 per day; non-allied $10 per day unless otherwise specified. Place your request with the film distributor for your state (listed at the end of the films). Allow four weeks for delivery. Include alternate dates when ordering. Orders are booked as received. Information on the purchase of these films may be obtained from the USFHA Executive Secretary, Ruth Tergeson, P.O. Box 4016, Lynchburg, VA 24502.

England vs. United States. 1962, 2 reels, 3,200 ft 90 min. Allied-$10/day, non-Allied $15/day. Complete game played in London.

Goalkeeping Techniques. 15 min. Demonstrates beginning and intermediate goalkeeping skills.

Hockey – Improve Your Game. 1959, 1 reel, 1,600 ft., 60 min. Techniques of the game.

Hockey Strokes. 1967, 1 reel, 800 ft., 40 min. Fundamentals of the game.

1963 Conference Film – USA vs. England. 35 min., Includes final match of the 1963 IFWHA Conference and the closing ceremony.

1963 Conference Film – USA vs. Germany. 35 min., Includes the opening parade of the 1963 IFWHA Conference.

South African Coaching Film. 1976.

Wembley Way. 1970, 1 reel, 2,400 ft., 55 min. New technique film.

Women's Hockey Umpiring. 1 reel, 400 ft., 20 min. Elementary umpiring techniques.

USFHA Film Distributors

Northeast and New-Atlantic Sections (New England, Eastern NY, NJ)
Peggy Feuerlein, 1016 N. 3rd Street, New Hyde Park, NY 11040

Philadelphia and Southeast Sections (Eastern PA, DE, MD, VA, NC, SC, GA, FL)
Irene Lewis, Rt. 2 Box 61B, Hodges, SC 29653

Mideast and Great Lakes Sections (Western NY and PA, WVA, OH, MI, IN, KY, TN, AL, MS)
Eileen Keener, Ball State University, WPED, Muncie, IN 47302

Midwest Sections (WI, IL, MO, IA, MN, ND, SD, AR, LA)

Carla Konet, 5881 Sugarbush Lane, Greendale, WI 53129

Rocky Mountain Sections (CO, UT, WY, MT, NB, KS, OK, TX, NM)

Chris Bartlett, 2509 South Madison, Denver, CO 80210

Pacific Southwest and Pacific Northwest Sections (CA, OR, WA, ID, NV, AZ)

Alice Bond, University of Puget Sound, Tacoma, WA, 98416

Films for the Advanced Coach may be rented or purchased from the U.S. Soccer Federation, 350 Fifth Ave., Suite 4010, New York, NY 10001, phone, 212-565-4158. The films are about soccer technique but are applicable to hockey strategy. Particularly appropriate for hockey are *Creating Space, Support in Attack*, and *Key Factors in Defensive Play*. NOTE: This is a new *Guide* listing.

Filmstrips

Field Hockey – 35 mm. si., b&w. Sale $6.75. Compiled by Marjorie Pollard, approved by the All-England Women's Hockey Association. Shows position of body and movement of the stick while driving the ball, dribbling, receiving, and stopping the ball; push and scoop strokes. Distributor: Sportshelf, Box 634, New Rochelle, NY 10802.

Loop Films

The following loop films were produced in cooperation with USFHA. Consultants: Grace Robertson and Betty Shellenberger. Demonstrators: Robin Cash, Patricia Davis, and Suzanne Honeysett. Sale $22.95 ea. Distributor: Athletic Institute, 705 Merchandise Mart, Chicago, IL 60654.

S-1 Stick Handling – Dribbling
S-2 Fielding
S-3 Drive – Drive to the left
S-4 Reverse Stick Drive – Drive to the Right
S-5 Pull to Left Dodge – Scoop Dodge
S-6 Dodge to Non-Stick Side – Reverse Stick Dodge
S-7 Push Stroke – Flick Stroke
S-8 Passing – Flat Pass, Leading Pass, Through Pass, Triangular Pass
S-9 Straight in Tackle – Circular Tackle
S-10 Two Hand Tackle from Left – Left Hand Lunge Tackle
S-11 Goal Tending – Stance – Stop and Clear
S-12 Goal Tending – Clear on the Fly – Lunge Stop

Towers Visual Aids produced the following series of loop films which come with accompanying, descriptive cassette tapes. Jackie

Westervelt, coach of many U.S. squad teams and Margot Cunningham, former U.S. player, produced and photographed the films. All films are Super 8 and available from: Towers Visual Aids, 266 Wilde Ave., Drexel Hill, PA 19026, phone 215-CL9-9014.

1. Continental style stickwork and demonstration of dodges and practice patterns. 10 min.
2. Stickwork techniques as demonstrated by Richard Kentwell, Coach of the Men's National Team, 1975, and one of the Men's National Squad. 8 min.
3. Goalkeeper film. 10 min.
4. Sideline, bench and pressure drills with competitive games to reinforce learned techniques. 15 min.
5. Use of open space – 2vl, 3vl, etc. 10 min.

NOTE: This is a new *Guide* listing.

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(Term expires, 1977)
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(Term expires, 1978)
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FRIEDA KITAK, 2430 S. Buchanan Place, West Allis, WI 53219
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AGNES STEGMUELLER, 30 Lamont Ave., Glenolden, PA 19072
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SECTIONAL AND LOCAL UMPIRING CHAIRPERSONS

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Rhode Island –
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Baltimore –
Baltimore College –
Blue Ridge – FRAN RAMSER, Roanoke College, Salem, VA 24153
Deep South – PAT AKERS, 4405 N. Main, Box 30, High Point, NC 28144
Tidewater – SANDY SPERRY, 1932 Beaver Road, Highland Springs, VA 23025
Washington –
Washington College –
Colorado – PEG HEIMBROOK, P.O. Box 1198, Windsor, CO 80550
Texas – PAULIE BAR[illegible]345 University, Dallas, TX 75205

Statement of the Purpose of Publishing Schoolgirl Rules in Field Hockey

JOAN MAGUET AND EMILY MAGOON

Joan Maguet received her B.S. degree in physical education from Ursinus College, Collegeville, Pennsylvania. She is currently teaching physical education at the Edgewood Regional Senior High School. She is a former member of the Hockey-Lacrosse Guide Committee, former publicity chairperson for the NAGWS, is currently the umpiring chairperson for the New Atlantic Section, a member of the USFHA Umpiring Committee and chairman of the USFHA Secondary Schools Committee.

A biographical sketch of Emily Magoon is on page 00.

The USFHA has been very aware of the growing unrest in some states concerning the rules governing Girl's Field Hockey. There are states which, under their interscholastic associations, have printed their own rules, following the general context of the rules printed jointly by the USFHA and the NAGWS, but introducing certain changes to conform with each state's own problems.

We felt it was time to answer the needs of the schoolgirls, and in forming the Secondary Schools Committee attempted to poll as many states, leagues, coaches and umpires as possible to find out where the changes or modifications of the existing rules needed to be made.

The increasing growth of, and interest in field hockey brought about, in most areas, changes in the substitution rule – a need to put an increasing number of girls into a game situation, or if another sport such as volleyball was in conflict, cutting down a school to one team with extras. How are all these players to get into the game? We still strongly feel that field hockey is a team game and a team does not play its best hockey with constant substitutions. The Substitution Rule (A-1) still recommends the substitute enter the game *only* during time out for accidents, halftime or disqualification. This is to be strictly adhered to at the varsity and championship level. The rest of the Substitution Rule would apply to the extras mentioned above, providing a way to get everyone into the game, if a third or even fourth team cannot be formed to play other schools.

With the introduction of the experimental rules in play and their subsequent approval by the International Rules Board in 1974, we polled many levels of players to find out how they felt about these rules. A great percentage favored the two-man offside and the penalty stroke but many disapproved of the push-in, and although a great number liked the idea of being farther away from the corner than the 25, the majority felt that returning to the 50-yard line was usually too time-consuming.

As a result of these replies, we have included a flick and a method of putting the ball back in play at a push-in and at corners. Our reasons for doing so were: the strength of schoolgirls in performing the push; uneven fields with deeply ingrained side and end lines (owing to burning in of lines with lime); and bumpy fields that cause the ball to rise upon contact, often due to no fault of the stroker. To decrease the necessity of having the umpire make a judgment call or slow the game down by repeating push-ins, the inclusion of the flick seemed a reasonable solution.

We have also left the forwards of the defending team at the 25-yard line instead of going back to the 50 as tried last year. We feel that alert coverage by the trailing official can keep violation of the rule to a minimum and keep the game moving. This official should not blow the whistle for violation unless the forward who is over the 25 line too soon *actually* interferes with the play at the circle edge – an impossibility had the player stayed at the 25. We hope that this rule will be looked at further at the international level with the prospect of choosing a 35-yard line instead of a 25.

Another addition to this rule book is the method of tie breaking for championship play. Realization that these methods should only be used for championships or to break a league tie at the end of a season's play, has led to the suggestion that leagues determine *before* the start of the season a scoring system of (a) 2 points for a win, (b) 1 point for a tie, (c) 0 points for a loss. In this way, added time to play off a tie or the necessity for additional timers would be needed only in a championship. Local B or C officials could be used to time as higher rated officials umpire the championship game.

We feel that the format of the rule book will facilitate any interpretations or clarifications needed by placing the differences opposite to the rules to which they refer. We also realize that we may not have solved everyone's problems. Some of these rules may seem unnecessary in areas where hockey has not grown by leaps and bounds or where there are not increasing pressures to declare "a winner." After you have had a chance to work with them, give us your reaction to the Schoolgirl Rules. Our Schoolgirl Committee will then meet to review what has happened on the international scene that might affect schoolgirl hockey, and to modify further, where feasible, these rules taken from the International (USFHA/NAGWS) Rules and adapted to fit school needs.

Procure copies from:

Ruth Tergesen
USFHA Executive Secretary
P.O. Box 4016
Lynchburg, VA 24502

USFHA Umpiring Ratings

USFHA UMPIRING COMMITTEE

The grading of umpires is designed to permit those interested in the area of officiating to progress and receive recognition of their skill in umpiring. Just as the player has several levels at which to display her ability, so the umpire has a goal toward which she can work. It is the purpose of this article to set forth and clarify the classification of umpires of field hockey in the United States.

There are five classifications of officials' ratings offered by the USFHA:

National
Sectional
Local
Apprentice
Intramural

All rated officials shall be members of the USFHA in one of the following categories:

1–Member of an active club or USFHA college division team
2–Honorary member of the USFHA
3–Sustaining member of the USFHA
4–Umpiring member of the USFHA
5–Recipient of the USFHA Honorary Umpire Award
6–Life member of the USFHA
7–Undergraduate student in a USFHA allied school or college.

Expiration date of all ratings is December 31.

In order to secure a rating, apply to the Umpiring Chairman of the nearest local association or club. If no such local association or club exists within a reasonable distance, apply to the Sectional or National Umpiring Chairman.

If several individuals within an area, college or school are interested in securing USFHA ratings, the USFHA Umpiring Committee will make every effort to assist by sending umpires to set up clinics.

USFHA HONORARY UMPIRES

1. The candidate must be a USFHA National umpire and currently hold an active rating at the conclusion of ten years. During the minimum ten-year period, the candidate must have been actively and successfully officiating. At the conclusion of the minimum ten-year period, or at a later date, the candidate must be reexamined at a national tournament. At this reexamination she will be judged according to National umpiring standards and requirements.

2. In addition to the above, the candidate must qualify under at least five of the following:
    a. Member of USFHA Umpiring Committee for a minimum of three years.
    b. Chairperson of the USFHA Umpiring Committee.
    c. Judge at national tournament for at least five years.
    d. Sectional and/or local umpiring chairman.
    e. Member of sectional and/or local umpiring committee for at least ten years.
    f. Umpire at international matches.
    g. Exceptional service in promoting USFHA umpiring at the national, sectional or local level.
    h. Unusual meritorious service by an individual.
3. The USFHA Umpiring Committee shall review eligible candidates whose names shall be sent to their sections for review and recommendation.
4. Candidates receiving endorsement from their sections and successfully passing the USFHA National umpire requirements shall have their names submitted to the USFHA Board of Directors.

AWARDS

A USFHA Honorary umpire shall be awarded a gold pin and a certificate symbolic of the award.

(This award and recognition shall not be considered a rating.)

NATIONAL RATINGS

Initial Rating

The candidate shall –

1. Hold a Sectional rating for at least two years.
2. Be recommended at a sectional tournament by a 2/3 vote of the members of the sectional umpiring committee who hold a National rating.
3. Receive a grade of at least 90 percent on the current written examination.
4. Umpire at least two full games at the national tournament on two different days of the tournament.
5. Be approved by at least six members of the USFHA Umpiring Committee.

Renewals

The National official shall –

1. Receive a grade of at least 90 percent on the current written examination.

2. Be reexamined at a National tournament "or an Inter-sectional Weekend" within four years of the original rating in order to retain active status.
3. After the first renewal, the subsequent renewals shall be within a six year period and at a national tournament "or an Inter-Sectional Weekend" in order to retain active status.
4. Be approved by at least six National officials recommended by the National Umpiring chairperson.
5. Receive a Sectional rating for failure to meet National standards and be rerated by her Section the following year.
6. Forfeit the right to any additional years on her current rating when she decides on a renewal.

The USFHA shall award a National umpire a gold pin, an emblem and a certificate symbolic of the rating.

Examination Fee

No fees shall be charged for any practical examination on the National level. Written examinations for National umpires shall be given by the local association, umpiring center, or sectional umpiring committee, and fees shall be retained by the examining body.

SECTIONAL RATINGS

The Sectional A official shall –

1. Have held a Local rating for at least two years.
2. Receive a grade of at least 90 percent on the current written examination.
3. Be approved by a minimum of four judges, all of whom must hold at least a Sectional rating. Before rating the candidate each judge shall have observed the candidate in not less than one full-time game or its equivalent at a sectional tournament, "an Inter-sectional Weekend", a sectional game or a sectional umpiring clinic, providing association teams are in the game.
4. After holding a rating for a two-year period, she shall be reexamined every four years.

Awards

A certificate symbolic of the rating for Sectional umpires shall be awarded. An emblem may be purchased.

LOCAL RATINGS

The Local official shall –

1. Be approved by two rated umpires, both of whom shall hold at least a Local rating. To rate a candidate, each judge shall observe

the candidate in not less than one full-time official game or its equivalent.

2. Receive a grade of at least 80 percent on the current written examination.
3. Be reexamined every two years.

Apprentice Ratings

The Apprentice official shall –

1. Be approved by two rated umpires, both of whom hold at least a Local rating.
2. Receive a grade of at least 70 percent on the current written examination.
3. Be reexamined every year.

Awards

A certificate symbolic of the rating for Local and Apprentice umpires shall be awarded. An emblem may be purchased.

Intramural Ratings

The intramural official shall –

1. Be approved during an intramural game by a rated official, where possible, or by her physical education teacher and adjudged capable of controlling an intramural game.
2. Receive a grade of at least 70 percent on the current intramural written examination.

Awards

Upon receipt of a report form from the school the local umpiring chairperson will award a card symbolic of the rating. An emblem may be purchased. The rating will expire when the girl graduates or in one year, whichever occurs first.

Examination Fees

No fees will be charged for the administration of this rating.

Fees

An intramural official may accept no fees for officiating. She may only officiate games in her own school.

Sectional and Local Examination Fees

1. The minimum fee for all written examinations (new and renewal) shall be 50¢. (No retrial may be given during the same year for the written examination.)

2. The minimum fee for all practical examinations (new, renewal, or retrial) shall be $1.00.
3. The fee shall be collected by the local umpiring committee. umpiring center or sectional umpiring committee administering the examination.

New Levels of Umpiring

EMILY MAGOON

Emily Magoon received her B.S. degree in physical education from Skidmore College, Saratoga Springs, New York and her M.Ed. and Ed.D. from Boston University, Boston, Massachusetts, where she teaches. She has been chairperson of the North East Section, is an honorary member of that organization and has served as its Umpiring and Selection chairperson. A National honorary umpire, she is chairperson of the National Umpiring Committee, acting as consulting editor for the ***Official Schoolgirl Rules****, first published in 1975. She was the Tour Umpire for the U.S. Team at the World Championships in Edinburgh in 1975, and she runs the umpiring program at the Merestead Hockey and Lacrosse Camp in Maine.*

Levels of Officiating

These guidelines for judging levels of umpiring have been updated to follow the new levels of umpiring that were adopted in the fall of 1975, in line with other sports. They should serve as a guide for umpire and judge alike and have evolved from many discussions with and suggestions from other judges and umpires.

Apprentice umpires should be able to control the game calmly and firmly. They should be able to recognize most fouls: sticks, advancing, dangerous hits, simple obstruction such as turning on the ball and running between an opponent and the ball, causing the opponent to break stride. They should be able to award free hits, push-ins, corners and defense hits in the correct manner. Their whistle, arm signals and voice should be clear and definite. They should position themselves in order to see the ball and fouls (including offsides) at all times. For beginning umpires *control* is the most important factor.

Local umpires, in addition to the above, should be able to put the advantage rule into effect in obvious situations. Their arm signals should be correct at all times, and their positioning should be precise to enable them to see all offsides and fouls in the circle. They should be able to give the correct decision as to which player touched the ball last when the ball goes out of bounds off two sticks. They should be able to recognize most types of obstruction, such as shoulder and stick, and the majority of offsides. They should have good voice and whistle effectiveness.

Sectional umpires allow the game to run smoothly and safely because of their ability to apply the advantage rule more consistently. They should recognize more complicated forms of obstruction, such as third man, being within playing distance of the ball and offsides, and should ably control circle play. Their positioning should be flexible so the ball is kept in sight at all times, with excellent anticipation. Their ability to control and adapt to any level of game at which they are officiating should be firm and calm. Their signals should be sharp, quick, and clear to all, and use very few words. *Consistency* is all important, while smooth whistle-holding increases the enjoyment of the players.

National officials should be the epitome of umpires! Perfect control of any level or speed of game is essential. When a Sectional umpire is sharp, alert, fast, and on top of the game at all times with subtle whistle-holding techniques, she should be encouraged to upgrade her rating and get as much practice in top level play umpiring as possible. A National umpire allows the game to *flow*, thus providing enjoyment for both players and spectators.

This is the standard of excellence toward which all umpires should strive. It is hoped that umpires are able to accept constructive criticism and to apply it with the diligence that will bring the satisfaction of a job well done.

Both Sectional and National officials should be thoroughly knowledgeable in both the International and Schoolgirl Rules, and so should any Local official who wishes to upgrade.

Intramural rating is available for high school students who are interested in helping their high schools with intramural games. They can go on to become Apprentice and/or Local umpires upon graduation from high school. They should be able to control the game and to see simple fouls as well as to have a firm whistle and arm signals.

Hints on Umpiring Techniques

EMILY J. MAGOON
Revised by FRIEDA KITAK

The following suggestions for and techniques of umpiring are directed to the beginning and local level umpire whose officiating of schoolgirl games will raise many questions in her mind. It is hoped that situations not spelled out in the official rules will be covered here and will serve as a guide and reference.

Attributes

A good hockey official has a thorough knowledge of the rules, a sense of concentration and anticipation, decisiveness, speed, good positioning, impartiality, adaptability, a relaxed manner and the ability to make the game fun for all.

Strict control during the first few moments of the game keeps the game flowing without dangerous and rough play, sets the proper tone and lets the players know that fouls will be penalized. Only by frequent umpiring will the official learn the amount of control to apply and the extent to which she should use the advantage rule; to overofficiate can be as shattering to players as to underofficiate.

The following items are necessary:

1. A loud, clear-toned whistle on a lanyard worn around the neck
2. A coin for tossing and a current rulebook
3. Paper and pencil for marking the score
4. A watch with sweep secondhand if necessary to time
5. Cleated shoes and a full, dark skirt (preferably in contrast to the two teams' uniforms)
6. A white jacket, sweater, windbreaker, or shirt, or a vertically striped black and white windbreaker or shirt to distinguish the umpire from the players and spectators. The majority opinion of the USFHA Umpiring Committee has been that a white jacket be worn during club, sectional and international matches. When a black and white striped jacket is to be worn, both umpires should *mutually agree* to wear them for the same game.
7. A visor or sunglasses
8. An extra game ball

Pregame Procedures

1. Arrive at least 15 minutes before the game. Let the school know if you are unable to be there or if you will be late.
2. Discuss with the other umpire the area of the field to be covered by you and cooperate with her.

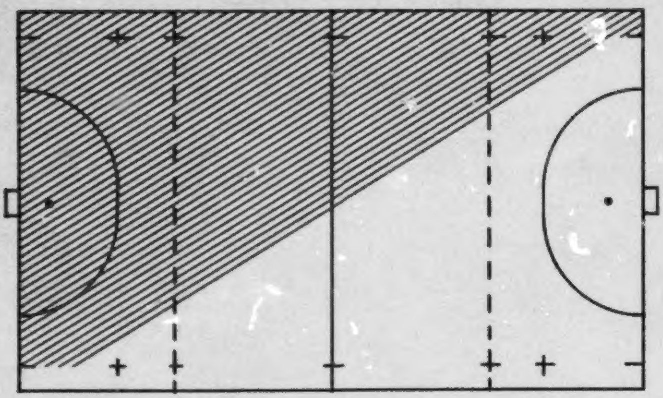

Figure 1.

3. Call captains together and toss coin for choice of ends. Suggest that captains ask any questions at halftime. Make sure coaches have mutually agreed to length of halves and upon substitution only at halves or in case of injury; or if the Official Schoolgirl Rules are used, make clear which substitution rule is in effect in their league.
4. Examine markings on field, placement of goals and securing of nets. If they do not meet specifications, suggest tactfully that changes be made before the next game.
5. Make sure leather or plastic game balls are used for the match.
6. Examine players' sticks occasionally for splinters or overtaping.
7. Insist on pinnies, including one for the goalie, if teams' uniforms are at all similar.
8. Be firm about substitutions, reentry, tie games and appeals when umpiring league or conference games. When you contract to do a game, make sure you are aware of any league rules that may differ from the USFHA-NAGWS rules, and be prepared to point out, where necessary, any deviations that may be harmful to either the players or the spirit of the game. A suggested method of tiebreaking, if necessary to declare the winner of a play-off game, would be by keeping track of penalty corners and corners or the amount of time each team is on the attack. A special timer or scorer should be used for this purpose. (See pages 26–27 in the *Official Schoolgirl Rules.*)

Positioning

1. Keep outside the field out of the way of the players.
2. Blow whistle for push-ins on own side of the field when ball goes out over sideline. Put one arm up in direction for push-in and say color or name of team to take it. See that the push-in is taken in the right spot and then move ahead in direction of the push.
3. Move only as far as the 50-yard line when calling out-of-bounds in other end of field. Use whistle, arm and voice to indicate where the push-in is to be taken.
4. Move up and down outside the sideline near the attacking right wing and ahead of the player with the ball when there are two defense between her and the goal (Figure 2), or in line with the second defense, so as to judge offsides (Figure 3).

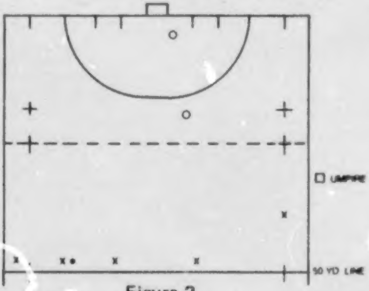

Figure 2.

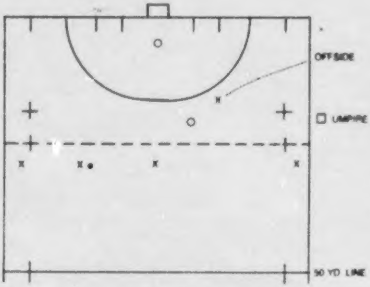

Figure 3.

5. Come onto the field to be able to see play as the ball enters the circle. When the ball is on the far side of the field, it may be necessary to come in near the goal. Be ready to get out of the way of the players and to recover on line with the edge of the circle to see fouls and offsides in that area.
6. Blow whistle for free hits; put one arm up, take position opposite where hit is to be taken until ball is placed, then move ahead quickly. If hit is not being taken on the correct spot, blow several short, sharp blasts before the player has a chance to hit the ball and indicate where hit is to be taken.
7. Make sure that ball is placed correctly on corners and penalty corners. Stand about 5 yards out from end line so you can see both the attack and the defense at the moment the ball is hit. The other official should see that the defending forwards do not go over the 50-yard line to help their defense until the ball has been touched by another player or comes out of the circle.
8. Mark off 7 yards from the end line in long strides for a penalty stroke. Take a position toward the goal out of the way of the players taking the stroke, but close enough so you can see their feet and the ball. The other official sees that all other players stay behind the 25-yard line until the result of the stroke is determined. The stroke is started and finished with a whistle, after having taken time-out for the penalty stroke. Restart the game, time-in, by a whistle for a bully at the 50-yard line if a goal has been scored, or with a 16-yard defense hit if no goal has been scored.
9. Take a stance to the right of all bullies in order to have an unobstructed view of the ball and the players' feet.
10. Recover back from the circle area as play moves back toward center. Be ready to move back in the direction of your goal as the direction of the play changes. Keep moving so that your view of the ball is never blocked by the players. Cooperation of both officials is important near the 50-yard line when one official is recovering and the ball comes out to the center. The other official should be ready to call fouls that occur in this area, and any fouls coming out on her side, as shown by the shaded area in Figure 1.

Voice and Whistle

The voice should be used to indicate the following:

1. The team to take push-in
2. A corner, penalty corner and defense hit when ball goes out over end line – also helpful to point to spot where hit is to be taken

3. Position of offside player so opponent will know who is to take free hit
4. A free hit when ball advances out over sideline
5. Where to take free hit push-in if there is any question by player concerned
6. A foul called only if there is a question

If a team, especially younger or beginning players, is not well coached in the rules, you may have to explain and help quite a bit but talk should be kept to a minimum.

The whistle is blown – short and sharp unless otherwise indicated – for the following reasons:

1. To start the game and for all other center bullies – umpire in whose end the goal was scored restarts the game
2. To penalize a foul
3. For time-out and time-in
4. To start and end a penalty stroke
5. To restart the game with a 16-yard defense hit after the completion of a penalty stroke
6. For a ball that goes out-of-bounds, including a push-in
7. For a goal – long blast, both arms pointing horizontally back to the 50-yard line
8. At halftime and the end of the game – long blast
9. To recall play at any time. . .free hits, bullies, corners, etc. – series of short blasts.

The whistle is not blown:

1. To start a corner or penalty corner hit
2. For a free hit
3. For a push-in
4. On a 16-yard hit out.

The whistle is never held when the attack fouls in the circle.

The whistle is held to give an advantage to the side that has been fouled. This is especially true in the circle when the defense fouls. Every advantage and opportunity should be given to the attack to score. The ability to use the advantage rule correctly comes with experience and makes the game more enjoyable for all players.

Simply stated, the umpire should not penalize every foul that she sees but should hold her whistle for the play immediately following to see if those fouled can gain or maintain satisfactory possession of the ball. She should make her decision quickly, and once she puts the advantage rule into effect she should not change her mind. Often the nonoffender does not take full advantage of the opportunity at hand but the umpire must not penalize then for the original foul. If in doubt, it is better for a beginning official to blow the whistle for a foul rather than to refrain from blowing. Experience will assist in making the correct judgments on holding.

If an umpire makes a wrong decision, she should change it *at once*. Following are some typical situations:

1. Player reports wrong decision made in her favor. Umpire is certain that the player was in a better position to see or feel the play than she was.
2. Umpire calls push-in or free hit in wrong direction, realizes mistake, and changes decision. Do not change mind once resulting play has occurred.
3. Umpire signals a goal, but an attack player tells her she advanced the ball into the goal or players tell her of ball entering through side of net. Be ready to judge fairly and change decision if necessary.
4. Umpire blows whistle and realizes she should have held. Do not change decision. Play has stopped and the advantage to the team fouled is lost; complete the penalty.
5. Play stops because of whistle from other field. Do not allow play to continue if one team is going to gain any advantage. Have a bully on the spot.

Concentrate on the ball and the play of the moment. Do not dwell on past decisions.

Fouls Often Overlooked

There are several fouls listed in the rules that officials are often lax about calling:

1. *Sticks* – raising the stick above the shoulder level. Be consistent and call sticks the same throughout the game. Watch for sticks on the follow-through of a scoop.
2. *Dangerous hitting* – hitting the ball directly into the opponent at close range so she advances it. Call the foul against the player hitting the ball unless her opponent moves in to tackle her at the last moment. Be consistent about lofted hard hits and volleys hit directly at the goalie. Do not hesitate to call back a goal if you feel the hit into the goal was dangerous. The lifted scoop on a free hit or in regular play should be called if dangerous play results. Umpire must use her own discretion.
3. *Hitting or interfering with sticks* – tackling a stick instead of the ball. Often as a player attempts to pass or shoot at goal she is tackled and her stick is hit instead of ball with the resulting loss or misdirection of the ball.

Situations Often Miscalled

1. *Obstruction* – player pulls the ball close to the body or a little to the side in dribbling from the left side of the field to the right.

An opposing player attempts to tackle from behind or to the side, making player with the ball look as though she is obstructing. Watch feet and shoulders of the player with the ball and if they continue on line, there is no foul.

2. *Fouls involving the goalie* – watch for:
   a. Lifting the ball dangerously on a clear
   b. Stopping the ball first, then making sticks during the clear
   c. Deflecting the lifted ball with a forward motion of her arm, placing ball in an advantageous position to clear
   d. Rushing forward toward the goalie – see if forward motion interferes with or knocks down goalie, with a possible resulting goal. Look also for the goalie playing a rushing forward, not the ball.
3. *Fouls in the circle* – the umpire should use her discretion in interpreting "repeated fouling in the circle by the defense." She should be able to determine if the defense is fouling the forwards on purpose to prevent scoring or if the attack is just too aggressive and more highly skilled than the defense. When there is fouling in the circle that you think may be deliberate, warn the person the first time; then award a penalty corner; if repeated a third time, you may award a penalty stroke. If deliberate fouling continues, the official may suspend the player from the game for not less than 5 minutes, or permanently if she feels the foul or misconduct was flagrant.
4. *Violations* – watch for:
   a. Players crossing the line too soon on bullies and corners
   b. Players nearer than 5 yards on free hits and push-ins
   c. Players crossing to within 5 yards of player taking the free hit or push-in.
5. *Substitutions, accidents and interference*
   a. Time-out is not taken for windedness or breakage of a stick.
   b. Time-out may be taken for accidents or spectators or dogs coming on the field.
   c. Time-out is taken if ball becomes lodged in playing apparel of a player or pads of the goalkeeper. The game is restarted with a bully on the spot never less than 5 yards from the goal line.
   d. Breach of the substitute rule by one team results in a penalty corner for the opponents. When this is taken may be left to the discretion of the umpire. For a breach of the rule by both teams simultaneously the game shall be stopped the first time the ball is dead and a bully shall be taken on a spot chosen by the umpire.
   A player who has been taken out of the game for any reason may not reenter unless no substitute has been put in

her place. Assuming no substitute has been put in for her, a player temporarily incapacitated may return when she is ready to play. (See *Official Schoolgirl Rules*, Rule 20 for schoolgirl interpretation.)

e. Continued interference from the sidelines judged by the umpire to be detrimental to the game will cause temporary suspension of the game and a warning to the offender(s). If this continues and the umpire feels there is no other recourse, she may suspend the game completely and report the reasons for her action to both schools and to her Local and Sectional umpiring chairpersons. (See *Official Schoolgirl Rules*, Rule 12, #4, Penalties.)

Above all, the umpire must keep cool. Do not let the players, coaches or spectators insult or upset you. Maintain a polite and pleasant manner and always be firm.

UMPIRING INQUIRIES

Inquiries concerning umpiring or umpiring techniques should be directed to:

EMILY J. MAGOON
25 Front Street
Marblehead, MA 01945

Field Hockey Study Questions

Directions:

Indicate the umpire's decision in the following situations, writing the key letters in front of each item. There is only one *best* answer to each. Assume that no conditions exist other than those stated.

PART 1

KEY

PIO - Push-in for opponents
RPI - Repeat push-in (by same team)
C - Corner (long corner)
RC - Repeat corner
PC - Penalty corner (short corner)
RPC - Repeat penalty corner
DH - Defense hit
PS - Penalty stroke
RB - Repeat bully (any kind of bully)
BOS - Bully on a spot chosen by the umpire
FH - Free hit for opponents
RFH - Repeat free hit (by same team)
G - Goal
TO - Time-out
LP - Legal play – no breach of rules occurred; play continues. Do not use this if a more definite decision can be given.
HW - Hold whistle – breach of rules occurred but umpire allows play to continue until she sees which team gains the advantage or that the team which should do so, does gain the advantage.

____ 1. The red right wing attempts to field the ball; it glances off her stick and goes over the sideline.

____ 2. The blue fullback attempts to stop the ball in the circle. It glances off her stick and goes over the goal line not between the goal posts.

____ 3. The defending center half, just within the edge of the circle, kicks the ball. Her fullback receives the ball and hits it to another teammate.

____ 4. The ball becomes lodged in the pads of the goalkeeper.

____ 5. The blue left halfback completes a push-in without waiting for the other players to get 5 yards away.

____ 6. The red center forward unintentionally kicks the ball forward quite a distance onto the stick of her opposing center half, who passes to her teammate.

____ 7. A foul has occurred at midfield. The ball is rolled to the player who is to take the free hit. She takes the hit while the ball is still in motion.

____ 8. An attacking forward hits the ball outside the circle. It crosses the goal line between the goal posts without having been touched by any other player.

____ 9. Defense player just within the circle finds herself between the ball and an attacking forward, thus preventing the forward from playing the ball. The defensive team gets the ball.

____ 10. An attacking forward in the circle hits the ball toward the left corner of the goal cage. The goalkeeper stops the ball from going into the cage with the rounded side of her stick. She then kicks it out of the circle.

____ 11. The wing is offside and the ball is hit toward her. The ball is intercepted by the defending back.

____ 12. Forward in the circle shoots for goal. The goalie stops the ball on the goal line and clears it to her fullback.

____ 13. During a penalty stroke, the offender hits the ball towards the goalie.

____ 14. The center forward receives the ball in the circle from a corner hit and deflects the ball into the goal cage.

____ 15. Center half is 5 feet away from the center forwards during their bully. The ball is sent to her and she hits it.

____ 16. Red team player was injured in the first half and replaced by a substitute. In the last 10 minutes of the game, a second red team player is injured at the 25-yard line by an undercut ball from a defense stick. At the request of her captain she was replaced by a substitute. How is play restarted?

____ 17. The left wing is in her opponent's half of the field in which there are only two defensive players. Her center halfback, who is in her own half of the field, hits the ball to her.

____ 18. A blue player taking a bully moves her foot after the third hit of sticks, before the ball is touched.

PART II

Check *each* phrase which invariably makes a true statement when combined with the first part of the statement. You may have *no* correct phrases or you may have *any number* or correct phrases.

1. A player should *not* be considered offside if:
   a. She is in her own half of the field.
   b. There are two opponents nearer their goal line than she is when receiving a pass.

   c. She is on line with the player taking a push-in.
   d. She is drawing the defense.
   e. She is making an effort to get back on side and is not playing the ball.
2. A push-in is awarded the opposing team when:
   a. The ball does not enter the field of play on a push-in.
   b. The ball touches the ground inside the field of play within 3 feet of the spot where it left the field.
   c. The ball enters the field of play and goes over the sideline again before it is touched by any other player.
   d. The ball enters the field of play and goes over the goal line before it can be played by another person.
3. A free hit is awarded if:
   a. The defense fouls in the circle.
   b. The attack fouls in the circle.
   c. Two players foul simultaneously.
   d. A foul occurs outside the circle.
   e. The player taking a corner hit makes sticks.
4. The defense hit is:
   a. Taken anywhere in the circle.
   b. Awarded if the ball unintentionally goes over the goal line off the stick of a defender beyond the 25-yard line.
   c. Taken on the 16-yard line opposite the spot where the ball crossed the goal line.
   d. Awarded when the attack sends the ball over the sideline.
   e. Always taken by the defending fullback.
5. In a penalty corner situation:
   a. Any six members of the defending team (feet and sticks) may be behind their own goal line.
   b. The ball shall be placed on the goal line not less than 10 yards from the goal post.
   c. The hit may be taken by any member of the attacking team.
   d. The ball may be played without being stopped if it has been touched first by a member of the defending team.
   e. The hit may be taken from either side of the goal.

PART III

1. The blue left fullback between the 25-yard line and the center line attempts to intercept a very hard hit ball intended for the red right inner. It glances off the fullback's stick and continues down and over the end line at the penalty corner 10-yard marker. The red right inner, blue right fullback, and goalie miss the ball. At which place indicated on the diagram is play to be restarted?

a. #1 b. #2 c. Anywhere in the circle d. #3 e. #4

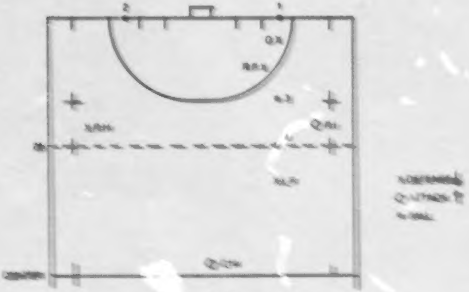

Figure 1.

2. The ball is hit toward the goal by the red center forward just outside the circle. The goalie comes out slightly from the cage and kicks the ball which deflects off her shoe and goes over the goal line into the cage. There was no other player in the circle except the goalie. Where, as indicated on Figure 1, may play be restarted?
   a. #1 b. #2 c. #3 d. #4 e. #5

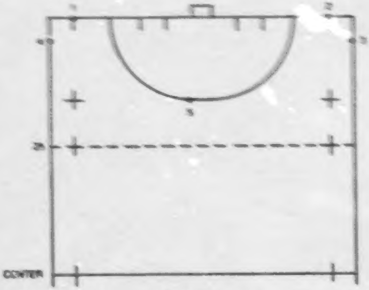

Figure 2.

3. Which attacking forward is offside? Indicate on Figure 2 where to be taken.
   a. #1 b. #2 c. #3 d. #4 e. None of these

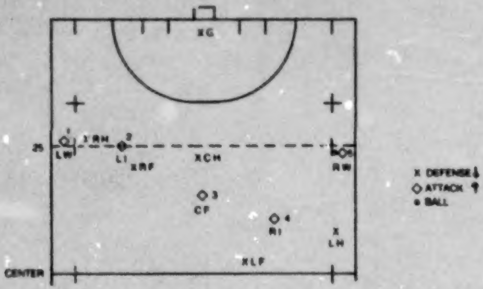
XG
25
1
LW
XRH
2
LI
XRF
XCH
RW
3
CF
4
RI
X
LH
XLF
CENTER
X DEFENSE
◇ ATTACK
• BALL

Figure 3.

ANSWERS AND RULES REFERENCES

PART I

1.	PIO	Rule 17, IV
2.	C	Rule 17
3.	PC	Rule 12g; Penalties, 3
4.	BOS	Rule 12, III
5.	RPI	Rule 17, IV b
6.	HW	Rule 3, last paragraph
7.	FH	Rule 14, b
8.	DH	Rule 17, I
9.	PC	Rule 12, j; Penalties, 3
10.	PS	Rule 16, a, (i)
11.	HW	Rule 13; rule 3, last paragraph
12.	LP	Rule 11, 1st paragraph
13.	DH	Rule 16, b (i)
14.	FH	Rule 15, d
15.	RB	Rule 10, c; Penalty
16.	FH	Rule 18, b (ii)
17.	LP	Rule 13, a; Penalties, (b)
18.	RB	Rule 16, b; 2nd paragraph

PART II

1.	a,b,c,e	Rule 13
2.	a,b,c	Rule 17, IV
3.	b	Rule 12, Penalties (2)
	d	Rule 12, Penalties (1)
	e	Rule 12, Penalties (1)
4.	b,c	Rule 17, I
5.	a	Rule 15 b
	b,c	Rule 15 a
	d,e	Rule 15 d

PART III

1. #3   2. #1,2,3,4   3. #1

EXAMINATION INQUIRIES

Inquiries concerning these study questions or theoretical examination questions should be directed to:

EMILY J. MAGOON
25 Front Street
Marblehead, MA 01945

Clarifying the Rules

DOLLY SULLIVAN

Dorothy "Dolly" Sullivan, the present USFHA Rules Interpreter, is a teacher-coach at Milton Academy, Milton, Massachusetts. She holds a National umpire's rating, the Honorary Umpire's Award, is a member of the USFHA Umpiring Committee and has been a member of the U.S. team. She recently became the second woman to be inducted into the Northeastern University Hall of Fame.

During the past two years requests for interpretations of the field hockey rules have bombarded the USFHA, with the following a representation of the most often asked questions.

Equipment

Masks should be molded plastic, clear or opaque recommended, as metal could be dangerous.

Goalkeeper's gloves should have separate fingers, with no webbing in between and be not more than 8 inches wide. No further protection is necessary unless it is inside the glove itself, that is, foam rubber or padding.

Wooden inserts are permitted in the toe of sticks, to prevent splintering only.

Substitution

Rule 1. (b) Each team is permitted to substitute up to two players during the game. (Passed by Rules Board, February, 1976, and a change for the women who allowed two substitutes *only* in case of injury.)

Disqualification and Suspension

If a player is disqualified from further participation in the game, no substitute shall replace her. (Substitution *is allowed* in the *Schoolgirl Rules.)*

During temporary suspension, no substitute is permitted.

Permanent suspension is the same as disqualification.

Corners

If, on a corner hit, the ball is fielded, controlled or stopped, not necessarily motionless, by a player outside the circle, she may swerve or move into the circle and shoot for goal.

The hand may be used to stop a ball that has risen into the air from a corner shot, due to uneven ground, but before the shot at goal is taken, the ball must be on the ground, be motionless and not moved in any direction.

Penalty Stroke

There seems to be more intentional fouling occurring inside the circle by the defending players, and in such cases the penalty is covered by the penalty stroke rule.

A breach of Rule 14 (free hit), leading to the awarding of a penalty stroke, could be sticks, a dangerous hit, a mishit of the free hit, delay of the game by members of the same team standing within 5 yards deliberately.

It has been approved by the Rules Board (February, 1976) that the following note be included: "If, in the opinion of the umpire, there is any unreasonable delay by either the defender or attacker in carrying out the penalty stroke rule, or if the striker feint at striking the ball, the umpire may treat such delay as misconduct (Rule 12, (iv) – Conduct of Play – Misconduct) and deal with it accordingly. By the defender, Rule 16, e(ii): award a goal; by the attacker, Rule 16, Penalties 1: restart the game with a free hit by a defender, 16 yards from the center of the goal line."

Penalty Shot Situations

1. Attacker scoops ball up and over the goal cage. Goalkeeper lifts her stick above her head, but does not interfere with the ball.

Answer: Restart the game with a 16-yard hit.

2. On a penalty shot, attacker flicks the ball into the goal cage before the umpire blows whistle to indicate the start of the penalty shot.

Answer: Restart the game with a 16-yard hit.

3. On a penalty shot, whistle has been blown by the umpire and before the attacker plays the ball, the goalkeeper moves her foot (toe part) to the side, her heel remaining on the ground.

Answer: A goal is awarded.

4. On a penalty shot, the goalkeeper traps the ball against the top front crossbar.

Answer: Restart the game with a 16-yard hit.

It has been suggested by the Rules Board that the official, other than the one who awarded the penalty stroke, assist in the taking of the stroke according to the wishes of the other official. The final decision rests with the official who has awarded the stroke. The assisting official may either watch the goal line, the goalkeeper or the rest of the players at the 25-yard line, according to the wishes of the awarding official.

Ball Hit over the End Line

A defense player deflects the ball, which was hit by an attacking player outside the circle, into the goal. Which side of the field is the corner taken?

Answer: The Rules Board states that the umpire should determine which side of the goal the ball entered and have the corner taken on that side. (This is a change in procedure, as it is now the umpire who decides instead of the attacking team.)

Scoring a Goal (Rule 11)

If play has been stopped inside the circle because of an accident or other unforeseen incident (dog on field), and play is restarted with a bully, an attacker must touch the ball before a goal can be scored. This could be done directly from the bully.

Terms

From *Rules of the Game of Hockey, Guidance for Players and Umpires,* men's and women's international rules as currently printed (the little red book):

"Breast it out" means push the ball out with the body. (page 31, II (d) The Goalkeeper).

"Knock on" means advancing the ball, which is the ball going off the body or leg, usually in a forward or advantageous manner, illegally (page 54, Advice to Umpires, third paragraph).

Tidbits

Playing distance means a player is close enough to reach the ball with her stick, whether held in one or both hands; for sure, it is closer than 5 yards.

Two-inch rings which should be used to measure the size of a field hockey stick are "hard to come by," but we have hopes of their availability soon from the WIHRB. See your local carpenter until such time!

Hand signals, such as out-of-bounds and 16-yard hits should always be used. The signals indicating the foul which is called, should be used only when players seem to question the call.

HAPPIER COACHING – HAPPIER PLAYING – HAPPIER WHISTLING!

RULE INTERPRETATION INQUIRIES

Inquiries concerning these questions and answers or other rules and their interpretation should be directed to:

DOROTHY J. SULLIVAN
USFHA Rules Interpreter
12 Sias Lane
Milton, MA 02186

Members of International Hockey Rules Board, 1975

M.G. Cowlishaw, O.B.E. *(Chairman)*
A.I.S. Dara
R.G. Frank
E.F. Glichitch
Hardial Singh
K.H. Ingledew
A.F. Lathouwers
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I.D. Nagarvala
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PREFACE

Rules of the Game of Hockey
Guidance for Players and Umpires
Advice to Umpires

This handbook is issued under the Authority of the International Hockey Rules Board and of the Women's International Hockey Rules Board. It supersedes all previous issues of either body.

The objects of the two Boards are to provide:

1. A Code of Rules and Interpretations which are common throughout the world.
2. A logical sequence in presentation.
3. Guidance and Advice for Players and Umpires.
4. Regulations on ground marking and equipment.

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The Rules apply to all hockey players and umpires, but for convenience and clarity the masculine gender is used. Where Rules or Sub-sections of the Rules apply to WOMEN ONLY or MEN ONLY the particular section is marked accordingly.

Sections printed in small type at the end of certain rules are notes in amplification of these rules and should therefore be read in conjunction with them.

26, Stompond Lane,
Walton-on-Thames,
Surrey,
England.

K.G.D. Croft (Mr.)
Hon. Secretary I.H.R.B.

Cumbergate,
Peterborough,
England.

D.M. Crisp (Mrs.)
Hon. Secretary W.I.H.R.B.

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FOREWORD

Players, umpires and officials, who have become accustomed to previous rule books for many years, will look for some explanation of what at first sight, may seem radical changes.

The sequence of numbering of the rules has been altered so that those who take part in the game come first; field and equipment, second; the rules governing play, third and lastly, the correct procedure when the ball goes out of play.

In many cases the previous notes to the rules have been incorporated in the rules themselves and other notes now appear in small type immediately after the rule concerned.

In guidance for players and umpires there is a certain amount of repetition. It was thought desirable to amplify the rules for the assistance of those who may be unfamiliar with the game and to deal with questions which may arise in the minds of newcomers.

Attention is particularly drawn to Rules 9, 12, 13, 14 and 17 and to the guidance thereon.

K.G.D. Croft *Hon.*
D.M. Crisp *Secretaries*

SEQUENCE OF RULES

RULES **Page**

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RULES OF THE GAME OF HOCKEY

GUIDANCE FOR PLAYERS AND UMPIRES

ADVICE TO UMPIRES

(with effect from 1st August, 1975)

Issued under the authority of the

International Hockey Rules Board

and the

Women's International Hockey Rules Board

NOTE: The order of these rules is quite altered from those in the 1974-76 *Guide.* Changes in rule titles or in the rules themselves are noted by shading.

RULES OF THE GAME OF HOCKEY

Rules for the Game of Hockey **Guidance for Players and Umpires**

[redacted]

(a) A game shall be played between two teams. Not more than eleven players of each team shall be on the field of play at the same time. At no time shall there be on the field more than one goalkeeper in each team.

[redacted]

The provision is not mandatory at any level.

(c) No player once substituted shall be permitted on the field again and no substitute shall be permitted for a suspended player during his suspension.

(d) Substitution of players may only take place with the prior permission of an umpire during any stoppage of play other than for the award of a corner, a penalty corner, or a penalty stroke. – Time may be added for Substitutions.

Rules (b), (c) and (d) are not mandatory at any level.

(e) The duration of the game shall be two periods of thirty-five minutes each, unless otherwise agreed before the game.

(f) At half-time the teams shall change ends, and the duration of the interval shall not exceed five minutes, unless otherwise agreed before the game, but in no case shall it exceed ten minutes.

(g) The game starts when the umpire blows his whistle for the opening bully. (See also Rule 10(a).)

2. CAPTAINS.

The captains shall:

(a) toss for choice of ends.

(b) before the start of play and on any change, indicate, if necessary, to each other and to the umpires, their respective goalkeepers.

(c) be responsible for obtaining approval of an umpire before putting on a substitute. (See also Rule 1(d).)

3. UMPIRES AND TIMEKEEPERS.

(a) There shall be two umpires to control the game and to administer the rules. These umpires shall be the sole judges of fair and unfair play during the game.

(b) Unless otherwise provided, each team shall be responsible for providing one umpire.

(c) Each umpire shall be:

  (i) primarily responsible for decisions in his own half of the field, for the whole of the

3. UMPIRES AND TIMEKEEPERS.

The umpire in whose half the penalty stroke is awarded is in sole charge but he may, if he so wishes, enlist the help of the other umpire.

It is recommended that:

(a) the time in each half should be kept by both umpires; but, by mutual agreement, one umpire should be primarily responsible for the starting and ending of each half.

(b) to avoid any error, the umpires should exchange an

game without changing ends.

- (ii) solely responsible for decisions on the push-in for the full length of his nearer side-line.
- (iii) solely responsible for decisions on corners, penalty corners, penalty strokes and goals in his own half.

(d) The umpires shall be responsible for keeping time for the duration of the game. It shall be permissible to have a timekeeper or timekeepers. Such timekeepers shall take over only those duties of the umpires which concern the keeping of time and the indication of the end of each half.

(e) Umpires shall allow the full or agreed time and shall keep a written record of the goals as they are scored.

(f) Time shall be allowed for all enforced stoppages and, when necessary, extra time for the completion of a penalty stroke, and shall be added to that half in which the stoppage occurred.

(g) Umpires and timekeepers shall be debarred from coaching during a game and during the interval.

(h) Umpires shall only blow the whistle to:

- (i) start and end each half of the game.

agreed signal before starting or re-starting play and also approximately one minute before the end of each half.

(c) if the umpire primarily responsible appears to be over-running the time, then his colleague should stop play and consult him on the matter.

(d) the umpires should agree the amount of time to be added after each penalty stroke and after any substantial stoppage for accident or otherwise. (See Rule 16(f) and Rule 18(a).)

"Enforced stoppages." Reasons justifying such stoppages include accidents, penalty strokes, time wasting, repair of goals and other unforeseen incidents.

(ii) *enforce a penalty or* suspend the game for any other reason.

(iii) start and end a penalty stroke.

(iv) indicate, when necessary, that the ball has passed wholly outside the field of play.

(v) signal a goal.

(vi) re-start the game after a goal has been scored and after a suspension of play.

(i) Umpires shall satisfy themselves before the game that, as far as is practicable, Rules 4 to 9 inclusive are observed.

[redacted]

[redacted] (See Plan on page 123.)

(a) The field shall be rectangular, 100 yards long and 60 yards wide. Its boundaries shall be clearly marked out with lines in accordance with the Plan on page 123.) The longer lines shall be called the side-lines and the shorter the goal-lines, the latter to be 3 inches wide throughout.

4. FIELD OF PLAY.

It is advisable for umpires to make a careful study of the plan and to check that the ground markings are in accordance with the Plan and in particular to check:

(a) the circle markings.

(b) that flag posts are correctly placed and that they are of the correct height.

Posts under 4 ft. in height are dangerous.

(b) The centre line shall be marked out, throughout its length. The 25-yards lines shall be marked with broken lines throughout their length.

(c) To assist in the control of the push-in, across the centre line and each 25-yards line, parallel to and 5 yards from the side-lines a mark of 2 yards in length shall be made.

(d) A mark shall be placed inside the field of play on each side-line and parallel to the goal-line and 16 yards from its inner edge. The mark shall not exceed 12 inches in length.

(e) For penalty corner hits, the field shall be marked inside the field of play on the goal-lines on both sides of the goal at 5 yards and 10 yards from the nearer goal-post. For corner hits the field shall be marked inside the field of play on the goal-lines and on the side-lines, 5 yards on either side of the corner flags.

(f) A spot shall be marked 7 yards in front of the centre of each goal. The spot shall be of not more than 6 in. in diameter.

(g) No marks other than those shown on the Plan on page 123 are permissible on the playing surface.

(h) Flag posts, at least 4 ft. and not more than 5 ft. high,

(c) Goalkeepers should not be allowed to scrape any marks on the surface of the ground.

It should be noted that all boundary lines are within the field of play.

shall be placed for the whole game on each corner of the field, also at the centre and, for men, at the 25-yards lines; those at the centre and the 25-yards lines shall be at least 1 yard outside the side-lines.

5. GOALS, POSTS, ETC.

(See Specification on page 125)

(a) There shall be a goal at the centre of each goal-line, consisting of two perpendicular posts 4 yards apart, joined together by a horizontal cross-bar 7 feet from the ground (inside measurements). The front base of the goal-posts shall touch the outer edge of the goal-line. The goal-posts shall not extend upwards beyond the cross-bar, nor shall the cross-bar extend sideways beyond the goal-posts. The goal-posts and cross-bar shall be rectangular and shall be 2 inches wide, not more than 3 inches deep and shall be painted white. Nets shall be attached firmly to the goal-posts and the cross-bar, at intervals of not more than 6 inches, and shall be attached firmly to the ground behind the goal.

Goal-post and crossbars made of wood are recommended.

(b) A back-board, 4 yards in length and not exceeding 18

5. GOAL-POSTS, ETC.

Umpires should check:

(a) that goalposts are firmly fixed.

(b) that the crossbar and goal-posts are painted white with the remainder being inconspicuous.

(c) that the goal-posts are correctly placed in relation to the goal-line.

(d) that there are no holes or bad tears in the netting, that the goal-nets are properly attached and that goal-boards are inside the net and do not project beyond the back of the goal-posts.

Without such careful inspection there may be difficulty and even inaccuracy in making decisions of a critical nature.

inches in height, shall be placed at the foot of and inside the goal-nets. Side-boards of a minimum length of 4 feet and not exceeding 18 inches in height, shall be placed at right angles to the goal-lines. The side-boards shall be fixed to the back of the goal-posts, so that the width of the goal-post is not effectively increased.

(c) No chocks shall be placed inside the goal to support any of the boards.

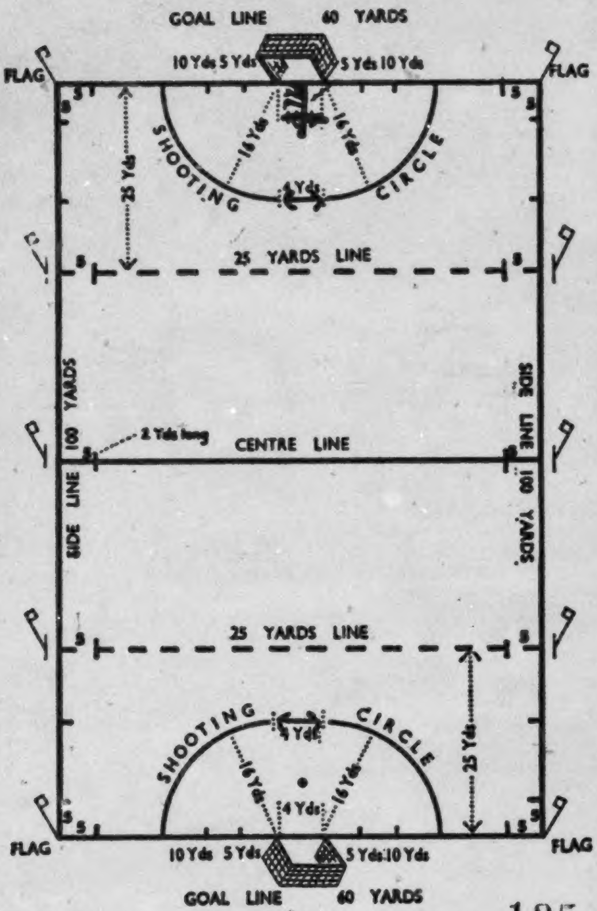
[redacted]

In front of each goal a line shall be drawn 4 yards long and 3 inches wide, parallel to and 16 yards from the goal-line. The 16 yards shall be measured from the inside front corner of the goal-posts to the outer edge of that line. This line shall be continued each way to meet the goal-lines by quarter circles having the inside front corner of the goal-posts as centres. The space enclosed by these lines, including the lines themselves, shall be called the shooting circle (hereinafter referred to as "the circle").

7. THE BALL.

(a) The cover of the ball shall be of white leather or of any other leather painted white. It shall be sewn in a manner similar to the cover of a regulation cricket ball, or it may be seamless.

PLAN OF FIELD OF PLAY


GOAL LINE 60 YARDS
FLAG
10 Yds 5 Yds
5 Yds 10 Yds
FLAG
16 Yds
16 Yds
7 Yds
SHOOTING CIRCLE
4 Yds
25 Yds
25 YARDS LINE
100 YARDS SIDE LINE
SIDE LINE 100 YARDS
2 Yds long
CENTRE LINE
25 YARDS LINE
SHOOTING CIRCLE
4 Yds
16 Yds
16 Yds
4 Yds
25 Yds
5
FLAG
10 Yds 5 Yds
5 Yds 10 Yds
FLAG
GOAL LINE 60 YARDS

The front of the goal-posts must be touching the outer edge of the goal-line. The circle lines and the goal-lines must be 3 in. wide.

A white spot of not more than 6 in. in diameter shall be marked 7 yards in front of the centre of each goal. All short indication marks must be inside the field only and shall be 12 in. in length.

125

(b) The inner portion of the ball shall be composed of cork and twine, similar to that of a regulation cricket ball.

(c) The weight of the ball shall not be more than 5¾ ounces nor less than 5½ ounces.

(d) The circumference of the ball shall be not more than 9¼ inches nor less than 8-13/16 inches.

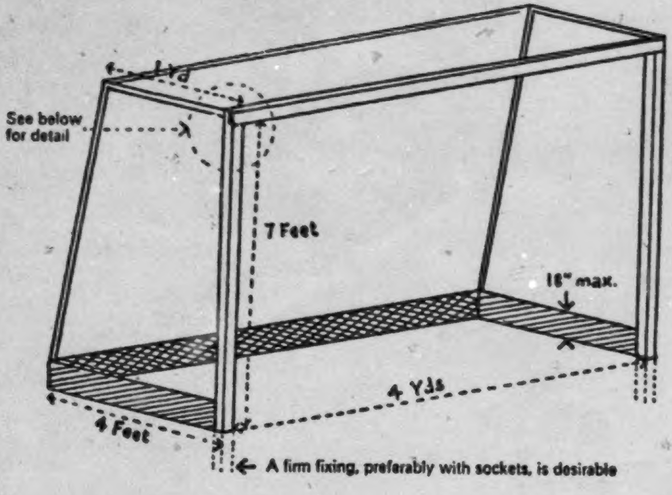
(e) A ball of any other material or colour, but of the size and weight specified above, may be used as agreed upon mutually before the game.

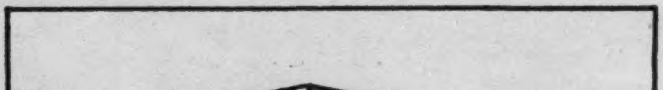
[redacted]

(a) The stick shall have a flat face on its left-hand side only. The face of the stick is the whole of the flat side and that part of the handle for the whole of the length which is above the flat side.

(b) The head of the stick (i.e. the part below the lower end of the splice) shall be of wood and shall not be edged with or have any insets or fittings of metal or any other substance, nor shall there be any sharp edges or dangerous splinters. It shall not be cut square or pointed, but shall have rounded edges.

(c) The total weight of the stick shall not exceed 28 ounces for men, 23 ounces for


1 Yd
See below for detail
7 Feet
18" max.
4 Yds
4 Feet
A firm fixing, preferably with sockets, is desirable


2"
3"
2"

women, nor be less than 12 ounces and it shall be of such a size, inclusive of any covering, that it can be passed through a ring having an interior diameter of 2 inches.

(d) Umpires shall forbid the use of any stick which in their opinion does not comply with this Rule. (See Rule 3(i).)

Penalty.

For any breach of this Rule any player concerned shall not be allowed on the field of play until such time as he has complied with this Rule.

9. PLAYERS' DRESS AND EQUIPMENT.

(a) Each team should wear the dress approved by its Association or Club, unless varied to avoid confusion in a particular game. Players shall not have dangerous spikes, studs or protruding nails in footwear, or wear anything that may be dangerous to other players. A goalkeeper's outer garment should be of a different colour from that of both his own team and that of his opponents.

[redacted] (See Specification on Page 152.)

(b) The following equipment is permitted for use by goalkeepers only: Pads, Kickers, Gauntlet Gloves and Masks.

(c) Umpires shall forbid the wearing of anything which in their opinion does not comply with this Rule. (See Rule 3(i).)

Penalty.

For any breach of this Rule any player concerned shall not be allowed on the field of play until such time as he has complied with this Rule.

10. THE BULLY.

(a) A bully shall be played at the centre of the field to start the game, to re-start it after half-time and after a goal is scored. (See Rules 12 III and 18(b)(i).)

(b) To bully, a player of each team shall stand squarely facing the side-lines, each with his own goal-line on his right. The ball shall be placed on the ground between the two players.

Each player shall tap with his stick, first the ground between the ball and his own goal-line, and then, with the flat face of his stick, his opponent's stick, over the ball, three times alternately, after which one of these two players shall play the ball with his stick to put it into general play.

(c) Until the ball is in general play, all other players shall be nearer to their own goal-line than is the ball and shall not stand within 5 yards of the ball.

10. THE BULLY.

Note the distance laid down:

(a) no other player within 5 yards of the ball.

(b) no bully in the circle within 5 yards of the goal-line.

(c) All players must remain on-side and 5 yards from the ball until the ball is in general play.

Only the flat face of the stick (Rule 10(b)) may be used during the bully and contact must take place over the ball. Much obstruction will be prevented if the two players are made to stand square, not moving their feet until the ball is in play.

(d) A bully in the circle shall not be played within 5 yards of the goal-line.

Penalties.

1. For any breach of this Rule, the bully shall be played again.
2. For persistent breaches of this Rule, the umpire may award a free hit to the opposing team; or, for such breaches in the circle by a defender, a penalty corner.

[redacted]

(a) A goal is scored when the whole ball has passed completely over the goal-line between the goal-posts and under the cross-bar, the ball, within the circle, having been hit by, or having glanced off, the stick of an attacker except as specially provided for in Rule 15(g) and Rule 16. It is immaterial if the ball subsequently touch, or be played by one or more defenders. If, during the game, the goal-posts and/or the cross-bar become displaced, and the ball pass completely over the goal-line at a point which, in the umpire's opinion, be between where the goal-posts and/or under where the cross-bar, respectively, should have been, a goal is scored.

11. SCORING A GOAL.

The ball must be inside the circle when hit by an attacker (although he himself may be outside). If it is hit within the circle and then touches the stick or person of a defender or defenders before crossing the goal-line between the posts, a goal is scored.

Should the ball be hit from outside the circle by an attacker and be diverted between the posts by a defender who is in or outside the circle within the 25-yard area, a corner should be given.

Note:

(a) the lines are part of the circle.

(b) the whole ball must cross the goal-line before a goal is scored.

After a stoppage of play inside the circle the ball must again be hit from inside the circle by the stick of an attacker, before a goal can be scored.

(b) The team scoring the greater number of goals shall be the winner.

[redacted]

I A player shall not:

(a) play the ball with the rounded side of his stick.

(b) take part in or interfere with the game unless he has his own stick in his hand, or change his stick for the purpose of taking part in the game under Rules 14, 15, 16, and 17 II and III.

"Own stick" means the stick with which the player began to play, or any stick that he legitimately substitutes for it.

(c) raise any part of his stick above his shoulder, either at the beginning or at the end of a stroke, when approaching, attempting to play, playing the ball, or stopping the ball.

(d) hit wildly into an opponent or play or kick the ball in such a way as to be dangerous in itself, or likely to lead to dangerous play.

(e) stop or deflect the ball on the ground or in the air with any part of the body TO HIS OR HIS TEAM'S ADVANTAGE (except as provided for in Rule 12 II(b)).

(f) use the foot or leg to support the stick in order to resist an opponent.

12. CONDUCT OF PLAY.

I(c) **Sticks.**

When striking at the ball, no part of the player's stick (handle or blade) must in any event rise above his shoulder.

A penalty stroke should be given when a defender (usually the goalkeeper) has saved a probable goal on his stick above his shoulder; but not if he gives "sticks" at the beginning or end, of his stroke, when a penalty corner might be more appropriate.

I(d) **Dangerous Play.**

This rule is intended to prevent injury to players and umpires should be very firm in penalizing dangerous play such as undercutting, or scooping the ball in a way dangerous in itself, or likely to lead to dangerous play.

A rising ball is dangerous when it causes legitimate evasive action on the part of the players.

A player should be penalized who by raising the ball is guilty of or directly causes dangerous play. Hitting the ball while it is in the air is not permissible if the stroke is itself dangerous. The practice of carrying or bouncing the ball on the stick is disapproved, because it becomes

(g) pick up, kick, throw, carry or propel the ball in any manner or direction except with the stick.

(h) hit, hook, hold, strike at or interfere with an opponent's stick.

(i) charge, kick, shove, trip, strike at or personally handle an opponent or his clothing.

(j) obstruct by running between an opponent and the ball or interpose himself or his stick as an obstruction.

II A player may—

(a) play the ball only with the flat side of his stick which includes that part of the handle above the flat side.

(b) stop the ball with his hand or catch it. In the latter case the ball shall be released into play immediately except as provided for by Rule 15(d).

(c) tackle from the left of an opponent provided that he play the ball without previous interference with the stick or person of his opponent.

(d) if he is goalkeeper, be allowed to kick the ball or stop it with any part of his body but only when the ball is inside his own circle. If in stopping a shot at goal the ball, in the umpire's opinion, merely rebound off

dangerous play when the player concerned is tackled by an opponent, who is then forced to play the ball in the air. Whenever it is continued to this point it should be penalized.

I(e) Stopping the Ball.

A raised ball may be stopped or caught by the hand, but the ball must drop immediately to the ground. If, however, the ball is lifted dangerously into an oncoming player who uses his hand to protect himself, and in so doing propels the ball slightly forward, he should not be penalized. If a penalty is given it should be against the player who raised the ball.

BEFORE PENALIZING A BREACH INVOLVING THE STOPPING OF THE BALL WITH SOME PART OF THE BODY (OTHER THAN THE HAND) THE UMPIRE MUST BE SATISFIED THAT THE PLAYER CONCERNED USED HIS BODY EITHER

- *(i) BY MOVING INTO THE LINE OF THE BALL,*
- *(ii) BY SO POSITIONING HIMSELF THAT HIS INTENTION TO STOP THE BALL IN SUCH A MANNER WAS CLEAR.*
- *(iii) BY MAKING NO EFFORT TO AVOID BEING HIT.*

his hand or body, no penalty shall be incurred.

III

If the ball become lodged in the pads of a goalkeeper (or in the clothing of any player or umpire) the umpire shall stop the game and re-start it by a bully on the spot where the incident occurred (subject to Rule 10(d)). If the ball strike an umpire the game shall continue.

IV MISCONDUCT.

ROUGH OR DANGEROUS PLAY, TIME-WASTING OR ANY BEHAVIOUR WHICH IN THE UMPIRE'S OPINION AMOUNTS TO MISCONDUCT SHALL NOT BE PERMITTED.

Penalties.

1. *Outside the circle.*
   A free hit shall be awarded to the opposing team. An umpire shall, however, award a penalty corner for an offence by any defender in his own 25 yards area, when, in the umpire's opinion, the offence was deliberate.
2. *Inside the circle–by an attacker.*
   A free hit shall be awarded to the defending team.
3. *Inside the circle–by a defender.*
   A penalty corner or a penalty stroke shall be awarded to the attacking team.

***I(g)* Propelling the Ball.**

Note:

(i) the ball must not be carried forward in any way by the body.

(ii) a player should not be penalized for a rebound when the ball has been hit straight at him from close quarters by an opponent.

***I(h)* Stick Interference.**

Hooking and striking at sticks should be strictly penalized.

Should a player slash wildly at the ball and hit an opponent or his stick instead, he should be penalized. A player may not throw his stick at the ball.

***I(i)(j)* Body Interference and Obstruction.**

Subject to the "advantage Rule" umpires should be particularly strict on obstruction and other forms of interference dealt with in this Rule, even if the ball is still being played on the forehand.

It should be noted that obstruction does not necessarily depend on the distance from the ball of the players concerned.

A player even if in possession of the ball, may not interpose his body as an obstruction to an opponent. A change of direction by a half-turn of the body with this result may amount to obstruction. It should be noted,

4. *Inside and Outside the circle.*

(a) For a simultaneous breach of this Rule by two opponents, the umpire shall order a bully to be played on the spot where the breach occurred (subject to Rule 10(d)).

(b) For rough or dangerous play or misconduct, in addition to awarding the appropriate penalty, the umpire may:

- (i) warn the offending player(s).
- (ii) suspend him temporarily, for not less than five minutes.
- (iii) suspend him from further participation in the game.

A temporarily suspended player shall remain behind his own goal, until allowed by the umpire by whom he was suspended, to resume play; when necessary changing ends at the start of the second half of the game.

however, that even a complete turn does not constitute a breach unless an opponent has thereby been obstructed in an attempt to play the ball.

Obstruction occurs frequently at push-ins and should be watched for carefully.

A player must not interpose any part of his body or his stick as an obstruction between his opponent and the ball. Watch too for third party interference i.e. a player interposing himself between his opponent and the ball so that a fellow player has an opportunity to clear or play the ball.

Other names for these offences are:

shadow-obstruction, shepherding, blocking out or even as a general term "close-marking".

II(d) The Goalkeeper.

A goalkeeper is not allowed to strike at the ball with his hand, or breast it out with his body. Umpires are disposed to be too lenient towards breaches of the Rules by goalkeepers.

The more usual breaches are running between an opponent and the ball when it is about to go behind, opening the legs to let the ball go through when an opponent is within striking distance and making a wild stroke at the ball when clearing.

The goalkeeper must not be allowed further privileges than those given by this Rule.

Goalkeepers are not permitted to kick dangerously. (See 12 I (d).)

III

Note that if the ball become lodged in the pads of a goalkeeper (or in the clothing of any player or umpire) the umpire shall suspend the game and re-start it by a bully on the spot where the incident occurred. (Subject to Rule 10(d).)

PENALTIES.

The penalties for rough and dangerous play, misconduct, or time-wasting, should be noted carefully, and the appropriate penalty awarded.

Persistent breaches of the Rules may suitably be dealt with under this Rule. If rough or dangerous play becomes prevalent, a word of caution to the offender(s) should effectively prevent the game getting out of hand. For those breaches of the Rule inside the circle Rule 16 should also be taken into consideration.

13. OFF-SIDE.

(a) A player of the same team as the striker or pusher-in is in an off-side position if, AT THE MOMENT WHEN THE

13. OFF-SIDE.

The question of whether a player is off-side is governed by WHERE HE WAS AT THE MOMENT WHEN THE BALL

BALL IS HIT OR PUSHED-IN he be nearer to his opponents' goal-line than the ball is unless:

he be in his own half of the field,

OR

there be at least two opponents nearer to their own goal-line than he is.

For the purpose of this Rule, a player of either team shall be deemed to be on the field of play even though he be outside the side line or behind the goal-line.

(b) A player who is in an off-side position shall not play or attempt to play the ball or gain any advantage for his team or influence the play of an opponent.

Penalty.

A free hit shall be awarded to the defending team.

WAS PLAYED not where he is when he receives the ball. The umpire must always have this in mind otherwise he may easily give a wrong decision.

A player cannot be off-side if:

(a) he is in his own half of the field at the time the ball is hit or pushed-in.

(b) he is nearer his own goal line than the ball is at the time it is hit or pushed-in.

(c) there are at least two opponents nearer to their own goal-line than he is at the moment when the ball is hit or pushed-in.

> *If a player is off-side, he is not automatically put on-side by returning to his own half of the field to play the ball.*

A player in an off-side position, whether on or off the field of play, SHOULD NOT BE PENALIZED UNLESS he interferes in any way with an opponent or the play, or gains some advantage by his off-side position, or by his presence causes any interference with the play of an opponent.

A whole line of forwards having outdistanced the defence and only having the goalkeeper in front of them could pass and re-pass to each other without being off-side as long as they keep behind the ball.

A player who is left off-side after making a previous shot *should not be penalized if he is trying to get back on-side, unless he is obstructing or distracting any opponent.*

14. FREE HIT.

For Women Only.

(a) A free hit shall be taken from the spot on which the breach occurred, except for an offence by an attacker within the circle, in which case the free hit shall be taken from any spot within the circle.

(b) The ball shall be stationary. Any legitimate stroke may be used except that any ball propelled into the circle shall not rise above knee height.

For Men Only.

(a) A free hit shall be taken on the spot where the breach occurred, provided that any free hit awarded to the defending team within 16 yards of the inner edge of their goal-line may be taken from any spot within that distance on a line drawn through the place where the breach occurred and parallel to the side-line.

(b) The ball shall be stationary and the striker shall hit or push the ball along the ground.
A flick or scoop shot shall not be permitted.

14. FREE HIT.

Note. *The free hit must be taken from the right spot and the ball must be motionless.*

For Women only.
A free hit in the circle may be taken from any spot within the circle. Should there be any unnecessary delay by the players of the offending side in observing the 5-yards distance Rule, the umpire need not order the hit to be taken again.

For All.

(c) At the moment when the free hit is taken, no player other than the striker shall be within 5 yards of the ball. Should, however, the umpire consider that the player is standing within 5 yards in order to gain time, the free hit shall not be delayed.

(d) If the striker hit at but miss the ball, provided that Rule 12 I(c) has not been contravened, he shall take the hit again.

(e) After taking the free hit, the striker shall not play the ball nor approach within playing distance until it has been touched or played by another player of either team.

Penalties.

1. *Inside the circle.*
   A penalty corner or a penalty stroke shall be awarded to the attacking team.
2. *Outside the circle.*
   A free hit shall be awarded to the opposing team.

15. PENALTY CORNER.

(a) A player of the attacking team shall hit the ball or PUSH IT ALONG THE GROUND from a spot on the goal-line not less than 10 yards from the goal-post, on whichever side of the

15. PENALTY CORNER.

(a) Both teams should be correctly positioned.

(b) The ball must be stopped, not necessarily motionless. The ball may be deflected or passed one or more times by the attacking players,

goal the attacking team prefers. The player concerned is not required to be wholly inside or outside the field of play when taking the corner.

(b) At the moment when such hit or push is made, no other player shall be within 5 yards of the ball.
The rest of the attacking team shall have both sticks and feet outside the circle, in the field of play.
Not more than six of the defending team shall have both sticks and feet behind their own goal-line. The rest of the defending team shall stand beyond the centre line.

(c) Until the ball be hit or pushed no attacker shall enter the circle, nor shall a defender cross the goal-line or the centre line.

(d) No shot at goal shall be made from a penalty corner or from a deflection, unless the ball first be stopped (not necessarily motionless) and on the ground by an attacker or touch the stick or person of a defender.
If the ball has not previously been touched by a defender, or has not been stopped sufficiently on the ground, a flying hit, following a pass or deflection from one attacker to another, should be penalized as a breach of this Rule.

but it must be stopped before a shot at goal is made.

However, for a hit towards the goal made from outside the circle, nothing in these Rules requires that for that particular hit, the ball should first have been stopped.

(c) If the hand is used to stop the ball the ball must be stopped on the ground, be motionless and not be moved in any direction.

(d) If the ball be stopped by the stick, the ball must be on the ground, but need not be motionless.

"Directly" means the ball entering the goal without touching the stick or person of a defender.

(e) If the ball has not previously been touched by a defender, or stopped sufficiently on the ground, a flying shot at goal directly from the corner hit or from a pass or deflection must be penalized immediately.

(f) A goal cannot be scored directly by the player taking the penalty corner.

(g) The umpire has the right to order the penalty corner to be taken again if a defender crosses the goal-line or the centre line before the ball is hit. This power should,

If the ball be stopped by the hand, it must be on the ground and motionless before the shot is taken.

If the ball be stopped by the stick it need not be motionless before it is played but it must be on the ground.

(e) Having taken the penalty corner, the striker shall not approach within playing distance of the ball until it has been touched or played by another player of either team.

(f) If the striker of the penalty corner hit at but miss the ball, the penalty corner shall be taken again, provided that Rule 12 I(c) has not been contravened.

(g) No goal shall be scored directly by the player taking the penalty corner.

Penalties.

1. *For a breach of Rule 15(c) viz:*
   Attacker entering the circle or defenders crossing the goal-line or centre line too soon – the penalty corner may, at the discretion of the umpire, be taken again.
2. *For persistent breaches of Rule 15(c) by the attackers*–The umpire may award a free hit.
3. *For persistent breaches of Rule 15 (c) by the defenders*–The umpire may award a penalty stroke.

however, be used with discretion. It is often to the disadvantage of the attacker to stop the game when the corner has been well hit, well stopped and resulted in the attacker being in a good position to shoot.

4. *For any other breach of Rule 15*–A free hit shall be awarded to the defending team.

16. PENALTY STROKE.

(a) A penalty stroke shall be awarded to the opposing team, if, in the umpire's opinion:
   (i) there has been an INTENTIONAL breach of Rule 12 or 14 inside the circle by a player of the defending team

   OR

   (ii) a goal would probably have been scored had an UNINTENTIONAL breach of Rule 12 inside the circle by a player of the defending team not occurred. (See also Rule 15(c) Penalties (3).)

(b) (i) The penalty stroke shall be either a push, flick or scoop stroke taken from a spot 7 yards in front of the centre of the goal-line by a player of the attacking team and defended by the goalkeeper of the opposing team. In the event of the goalkeeper being incapacitated or suspended, the captain of the defending team shall immediately nominate another goalkeeper.

16. PENALTY STROKE.

Note the cases in which this may be awarded, and that it shall be awarded if, in the umpire's opinion, an intentional breach of Rule 12 has been committed inside the circle, even though it may seem to the umpire improbable that, but for the breach, a goal could have been scored.

It should be particularly noted that this penalty is intended to meet offences which may materially affect the game, when a more severe penalty than a penalty corner is necessary, and it should be applied accordingly by umpires.

It is not always easy for an umpire to decide whether a breach is intentional or not, but a distinction should be made between committing a breach of the Rules that is entirely forbidden, such as charging, and a breach which is the result of an attempt to do something lawful, such as stopping with the hand. A defender must show by his actions that he has tried to prevent fouling an attacker e.g. charging into a player about to shoot from a favourable position should invariably be regarded as intentional for the purpose of this Rule.

This goalkeeper shall be permitted to put on protective equipment if the previous goalkeeper was incapacitated, but not if he has been suspended.

(ii) Whichever stroke is used, the ball may be raised to any height.

(iii) During the taking of a penalty stroke all the other players of both teams shall stand beyond the nearer 25-yards line.

(c) When taking the stroke the attacker shall stand close to the ball and shall be permitted in making the stroke to take one stride forward. The stride shall not be invalidated by reason of the rear foot moving, provided that it does not pass the front foot before the ball is moved. Dragging or lifting the rear foot is not a breach of this Rule.

He may touch the ball once only and thereafter shall not approach either the ball or the goalkeeper. The attacking player shall not take the penalty stroke until the umpire, having satisfied himself that both defender and attacker are ready, has indicated that he may do so by blowing his whistle.

(d) (i) The goalkeeper shall stand on the goal-line. After the player taking the stroke and the

If a goalkeeper falls on or beside the ball in front of goal, an award of a penalty stroke would be appropriate in most cases where the opponents thereby have no fair view of the ball or opportunity to play the ball.

If, in the opinion of the umpire, there is any reasonable delay by either the defender or attacker in carrying out this Rule or if the striker feint at striking the ball, the umpire may treat such delay as misconduct (Rule 12(iv)) and deal with accordingly:

By the defender – under Rule 16(e)(ii).

By the attacker – under Penalties 1. Rule 16.

[redacted]

[redacted] Unless a goal has been scored or awarded, the game shall be re-started by a free hit to be taken by a defender from a spot in front of the centre of the goal-line and 16 yards from the inner edge of that line.

(f) All time taken between the award of a penalty stroke and resumption of play shall be added to the time of play.

Penalties.

1. For a breach of this or any Rule by an attacker, the

game shall be re-started in accordance with clause (e)(iii) of this rule.

2. For a breach of clause (b)(iii) or (d)(i) the umpire may order the stroke to be taken again.

[redacted]

I *Hit from 16 yards.* When the ball is sent over the goal-line by one of the attacking team, and no goal is scored, or, in the umpire's opinion, it is sent unintentionally over the goal-line by one of the defending team who is more than 25 yards from the goal-line, the game shall be re-started by a hit by one of the defending team from the spot exactly opposite the place where it crossed the goal-line and not more than 16 yards (but exactly 16 yards for women) from the inner edge of that line. Other than the striker, no player of either team shall be within 5 yards of the ball when the hit is taken.

The penalties of Rule 14 shall apply.

II *Corner.* When the ball, in the umpire's opinion, is sent unintentionally over the goal-line by or off one of the defending team who is

17. BALL OUTSIDE FIELD OF PLAY.

The Rule should be read carefully. Its provisions are often overlooked and a corner wrongly awarded. If the umpire is unsighted and is in doubt whether to award a corner or a 16-yards hit, it is sensible for him to consult the players concerned, or to order a bully to be taken.

If the ball be hit by, or glance off, the stick or person of a defender over his own goal-line, note that the decision must, unless a goal be scored, be either:

- *(i) A 16-yards hit–if unintentionally from outside his own 25-yards area.*
- *(ii) A corner–if unintentionally from within his own 25-yards area,*
- *(iii) A penalty corner–if intentionally from any part of the field.*

In deciding whether a corner or a penalty corner should be awarded, the only point at issue is whether the hit or deflection was intentional or unintentional.

within his own 25 yards area, a corner shall be awarded to the attacking team, unless a goal has been scored. The provision of Rule 15 shall apply to the corner, except that the player shall hit the ball, or PUSH IT ALONG THE GROUND from a spot on the goal-line or the side-line within 5 yards of the corner flag nearer to the point where the ball crossed the goal-line.

Penalties 1, 2, 3 and 4 of Rule 15 shall apply except for 3 when the umpire may award a penalty corner for such breaches by a defender.

III *Penalty Corner.* When the ball, in the umpire's opinion, is sent intentionally over the goal-line by a player of the defending team from any part of the field a penalty corner shall be awarded to the attacking team, unless a goal be scored.

The penalties of Rule 15 shall apply.

[redacted]

The fact that, in sending the ball over the goal-line, a defender saves a goal must not influence an umpire in his decision.

This Rule should be read in conjunction with Rule 15 for the general conduct of the corner, stopping the ball, shooting, etc.

Note. For Women Only:

As the 16-yards hit is governed by the conditions of Rule 14–Free Hit, any legitimate stroke may be used.

[redacted]

18. ACCIDENTS.

(a) If a player or an umpire be incapacitated, the umpire or other umpire shall stop the game temporarily, noting the time lost. (See Rule 3(f).)

In either case, if a goal be scored before the game be stopped it shall be allowed if, in the umpire's opinion, it would have been scored had the accident not occurred.

(b) The umpire shall re-start the game as soon as possible, by—

(i) a bully (subject to Rule 10(d)) on a spot to be chosen by the umpire in whose half of the ground the accident occurred

OR

(ii) the appropriate penalty when the accident was the result of a breach of the rules

OR

(iii) the implementation of a decision given before the game was stopped.

(c) If the umpire concerned cannot continue, the other umpire shall re-start the game.

18. ACCIDENTS.

In order that the game may be resumed within five minutes the umpire should see that an injured player leaves the field of play as soon as possible, unless medical reasons prohibit this action.

RULES INTERPRETER

All questions regarding interpretations of these rules should be addressed to: DOROTHY SULLIVAN 12 Sias Lane, Milton, MA 02186.

ADVICE TO UMPIRES

Efficient umpiring will do much to raise the whole standard of the game at all levels by training players to observe the Rules. An umpire should therefore have a thorough knowledge of the Rules and should be studying them frequently to refresh his memory. He should help in the enjoyment of the games he umpires, and should endeavour to interpret the Rules so that each and every game is played in the right spirit.

There are, however, three paramount considerations–

(1) an umpire must obtain and retain complete control of a game

(2) an umpire must never allow an advantage to be gained by a breach of the Rules,

(3) the whistle should be used as sparingly as possible.

It is a mistaken idea that it is the duty of an umpire to penalize every breach of the Rules, as this may cause undue delay and irritation. When no advantage results to the offender, it is unnecessary for an umpire to penalize such minor infringements as slight handball, accidental rebound or knock on. But once the advantage rule has been put into operation the original breach must be ignored.

As soon as the players realize that they have an umpire who means to enforce the Rules, it will generally be found that rough and dangerous play will cease. Once let a game get out of hand and it will be difficult to pull together afterwards. In general, players should be given the impression that if they try to cooperate, an umpire will interrupt the flow of the game only when essential for its fair and proper conduct.

Keep a calm and impersonal attitude to the game. Concentrate at all times so that nothing outside the game has power to distract your attention.

Anticipate the run or flow of the game. No umpire is more useful than the one whose mind is always alert, and who looks beyond the action of the moment and anticipates the next move.

Decisions when made should be given decisively and clearly. In certain circumstances a decision must be delayed long enough to give the "advantage rule" time to operate.

The awardable penalties are limited, primarily to

(1) a free hit

(2) a penalty corner

(3) a penalty stroke

but are able to be expanded by a warning or a suspension, either temporarily or for the remainder of the game, any of which may be used separately or in conjunction with one of the three primary awards.

Penalties will have greater significance if umpires restrict their use as much as possible to the more serious breaches of the Rules such as obstruction, off-side and dangerous or rough play. An efficient umpire is not, however, one who is over lenient, and play contrary to the spirit of the Rules must be severely dealt with in the interests of the players and the game itself.

It is considered that umpires do not make sufficient use of their power to award penalty corners for deliberate breaches within their own 25-yards area, nor of the power to award penalty strokes.

A. UMPIRES' CLOTHING.

An umpire should wear clothing:

(a) to allow free movement,
(b) of a colour differing from that of both teams,
(c) with pockets for his equipment, and with
(d) shoes suitable to cope with the field and conditions of the event, studded or barred hockey boots being appropriate for wet and slippery pitches,
(e) an eyeshade or peaked cap, in preference to dark glasses to cope with strong sunlight.

Dark glasses sometimes distort colours and make it difficult to distinguish the different clothing of the two teams.

(f) for protection against bad weather when necessary.

B. UMPIRES' EQUIPMENT.

An umpire should have with him:

(a) a current book of Rules,
(b) a loud distinctive whistle, worn on a cord, and a second or reserve whistle,
(c) a stop watch and/or a reliable watch with a secondhand,
(d) two pencils,
(e) a card on which to record the starting times of each half, any stoppages for which time must be allowed, the time of suspension of any player and the goals as scored.

C. POSITIONING.

(i) *For General Play.* It is most important for the umpire to be in the correct position to see all breaches of the Rules. To do this he should keep on the move outside the field of play, beyond the side-line, in his own half except when the ball is in the circle or on the far side of the field, when he should move into the field of play and if necessary into the circle itself. From there the umpire can, for example, ensure that for a shot at goal the ball has been hit inside the circle, and will obtain a good view of such offences as obstruction and stick interference.

An umpire must be constantly on the move not only to ensure that he is in the correct position according to the state of the game, but also to judge instantly the relative position of the various players at any moment.

It is obviously impossible for one who remains stationary always to give the correct decision. It is generally recognized that the most suitable position for an umpire is on the right wing of the attack in his half of the field.

(ii) *Off-side.* For off-side decisions correct positioning is even more vital. Being level with or slightly nearer the goal than the second defender is strongly recommended. Alternatively be level with or slightly ahead of the attacker with the ball. This is advisable when such an attacker has already passed the second defender. In either case, one advantage will be that any attacking player on the umpire's right is invariably in an off-side position.

D. WHISTLING.

The whistle should always be blown decisively and loudly enough for all players to hear it. It should not normally be blown for the taking of free hits, 16-yards hits, push-ins, corners and penalty corners. In rare cases it may be advisable to reverse a decision if it is obvious that a mistake has been made, but this must be done at once or not at all.

E. SIGNALLING.

Take note of the recommended signals (see page 151) and especially note the words "when necessary" for signals which are really only in amplification of the main signals.

In general the main signal will be the directional one, given with one arm only and that arm raised slightly above horizontal level. Exceptions to this are for:

(1) the award of a goal, when both arms are pointed towards the centre spot;
(2) indicating a breach of the off-side rule, when the first signal is the right hand pointed horizontally across the field;
(3) the award of a 16-yards hit when both arms are extended out sideways;
(4) the award of a penalty corner when both arms are pointed towards the goal;
(5) the award of a penalty stroke, when one arm is pointed upwards and the other pointed to the 7-yards spot;
(6) signalling of a stoppage of time, when both arms are crossed above the head.

Signals should be maintained long enough to ensure that all players are aware of the decision.

To become a good umpire requires regular and assiduous practice. The essential qualities of a good umpire, such as mental alertness, decisiveness and a good sense of judgment, can be developed and strengthened in this way. If he has made a mistake an umpire should not be discouraged – there is no such thing as a perfect umpire – he must dismiss the mistake from his mind and concentrate still more.

This advice (pages 147-150) is not intended to be comprehensive but offers general guidance towards a good standard of umpiring.

CODE OF SIGNALS FOR UMPIRES

1.	**Bully** **(when necessary)**	Make a "Bully" movement with both hands.
2.	**Kicks** **(when necessary)**	Slightly raise a leg and touch it with the hand.
3.	**Obstruction** **(when necessary)**	Make a circular movement with one arm in front of the body.
4.	**Sticks** **(when necessary)**	Point one arm straight up into the air.
5.	**Goal Scored**	Turn, and point both arms horizontally towards the centre of the ground.
6.	**Off-side**	Stand on the line of decision and point one arm horizontally along that line. Then as a separate signal indicate the direction of the free hit as in 8.
7.	**Push-in** **(when necessary)**	Indicate the direction with one arm raised horizontally; point downwards with the other hand.
8.	**Free Hit and Directional Signal**	Indicate the direction with one arm raised horizontally.
9.	**16-yards Hit** **(when necessary)**	Extend both arms out sideways.
10.	**Corner**	Point one arm at the corner flag nearer to the point where the ball crossed the goal-line.
11.	**Penalty Corner**	Point both arms horizontally towards the goal.
12.	**Penalty Stroke**	With the left arm point to the penalty spot, and with the right arm point straight up in the air.
13.	**Dangerous Play and/or Bad Tempers**	Stop play and make a calming movement by raising both hands horizontally, palms downwards, in front of the body, moving them slowly up and down. Indicate penalty if necessary.
14.	**Time Stopped**	Turn towards the other umpire and/or timekeeper(s) and cross fully extended arms at the wrists above the head.

EQUIPMENT SPECIFICATIONS

FIELD EQUIPMENT

1. **Flag Posts** (Rule 4(h)). Flag posts must not be:
   - (i) pointed at the top;
   - (ii) made of metal except when they are attached to a spring base;
   - (iii) less than 4 feet or more than 5 feet in height.

   Flags on these posts should not exceed 12 inches in width or length.

2. **Goals.** Rule 5.
   Tubular goal-posts and crossbars are not permitted. It is recommended that goal-posts and crossbars be made of wood, but other materials are permitted, so long as they comply with the measurements and shape specified in Rule 5(a).

3. **Goal-Nets.** Rule 5.
   Nets or netting of 1 inch or 1½ inch "mesh" are recommended. The netting and its supports shall be so arranged as to prevent the ball from rebounding into play.

PERSONAL EQUIPMENT

1. **Goalkeepers' Gauntlets.** Rule 9.
   Goalkeepers' gauntlets:
   - (i) shall have separate and independent fingers with no webbing between;
   - (ii) shall not be more than 8 inches in width when laid flat, face upward;
   - (iii) shall only have additional protection, if such protection is inside the gauntlet itself.
2. **Goalkeepers' Pads.** Rule 9.
   Each pad shall not exceed 12 inches in extreme width when on the legs of the goalkeeper.

3. **Goalkeepers' Kickers.** Rule 9.
   No rough edges or protrusions are permissible. Inflatable kickers are prohibited.
4. **Goalkeepers' Masks.** Rule 9.
   Moulded plastic masks are recommended.

5. **Players' Footwear.**
   Moulded rubber studs or bars are recommended.

METRIC EQUIVALENT

Yards	100	91.40 metres
Yards	60	55.00 metres
Yards	55	50.00 metres
Yards	25	22.90 metres
Yards	16	14.63 metres
Yards	10	9.14 metres
Yards	7	6.40 metres
Yards	5	4.55 metres
Yards	4	3.66 metres
Yards	3	2.74 metres
Yards	1	0.91 metres
Feet	7	2.14 metres
Feet	5	1.50 metres
Feet	4	1.20 metres
Inches	18	46.00 centimetres
Inches	12	30.00 centimetres
Inches	9-¼	23.50 centimetres
Inches	8-13/16	22.40 centimetres
Inches	6	15.00 centimetres
Inches	3	7.50 centimetres
Inches	2	5.08 centimetres
Ounces	28	794 grammes
Ounces	12	340 grammes
Ounces	5-¾	163 grammes
Ounces	5-½	156 grammes

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ANGELA TAMMARO, *chairperson*, Greenwich Country Day School, Greenwich, CT 06830
ELEANOR KAY HESS, *past chairperson*, Swarthmore College, Swarthmore, PA 19081
DOROTHY HAYDEN, 1422 Tunbridge Rd., Apt. 10, Lynchburg, VA 24501
KATHY HEINZE, Crickets Hearth, Boiling Springs, PA 17007
JUDY MICHEL, 566 W. Montgomery Ave., Haverford, PA 19041
ALISON RISCH, Madison, NH 03849
NATHALIE SMITH, 1617 Highland Ave., New Hyde Park, NY 11040
JANE VACHE, 948 Valley Road, Blue Bell, PA 19422

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*The current *Guide* was prepared by the 1974-76 Committee; the 1978-80 *Guide* will be prepared by the 1976-78 Committee.

UNITED STATES WOMEN'S LACROSSE ASSOCIATION

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- Organization and administration
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Membership, MICUL ANN MORSE, 1747 Rayville Rd., Parkton, MD 21120
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The Game

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West Jersey, DIANE LORENZ, 616 Parry Ave., Palmyra, NJ 08065
New England Colleges, DEBI FIELD, 50 Dorwood Dr., Weston, MA 02193

Active Membership

If you are interested in playing lacrosse, write to the nearest local association president or to the USWLA secretary for information.

Associate Membership

Associate members are those individuals who are not active players but who wish to retain their interest in the Association. Such members may affiliate either through a local association or directly with the USWLA. An associate member in good standing is eligible for office. An associate member receives a copy of USWLA publications and notification of USWLA events. When affiliating through a local association, the member also receives notification of local activities. If you are interested in becoming an associate member, write to the nearest local association president, or to the USWLA secretary.

Allied Membership

Schools and colleges having allied memberships in the USWLA are provided assistance with their lacrosse programs by local associations and the USWLA. Special events for allied members include play days, coaching and exhibition games. Technical material, film rental at reduced rates, and a copy of *Crosse Checks*, the publication of the USWLA, are available to allied members. For further information write to the nearest local association or to the USWLA secretary.

Note: All schools in a state where a local association exists should apply directly with that local association. If there is no local association, but an existing association, within an 80-mile radius, contact that association. All others contact the USWLA secretary for allied membership. (See preceding page for local association addresses.)

Honorary Membership

Honorary membership is conferred upon outstanding individuals for exceptional and meritorious service to the USWLA. The following have been awarded this honor: Joyce Cran Barry (deceased), M.O. Newbold (deceased), Kathleen Lockley, Marjorie Buxton, Anne Dudley Smith, Helena Wheeler, Martha Butler Klug (deceased), Betty Richey, Anne Pugh LeBoutillier, Gretchen Schuyler, Suzanne Cross, Gertrude Hooper, Margaret Bold, Gloria Heath, Rosabelle Sinclair, Anne Lee Delano, Jane Vache, Betty Shellenberger, Ann Coakley, Jane Oswald, Mary Fetter Semanik, Mary Conklin, Caroline Haussermann and Jackie Pitts.

USWLA Membership Application

I am interested in becoming a member of the USWLA. Please send me information about:

INDIVIDUAL MEMBERSHIP

____ club/association player

____ umpire

____ coach

____ sustaining or life member

GROUP MEMBERSHIP

____ college team

____ jr. college / community college

____ college club

____ allied school/college

Crosse Checks, official publication of the USWLA

I would like to play lacrosse. Please send me the name and address of the president of the association nearest to me.

I am interested in officiating lacrosse. Please send me the name and address of the umpiring chairman of the association nearest to me.

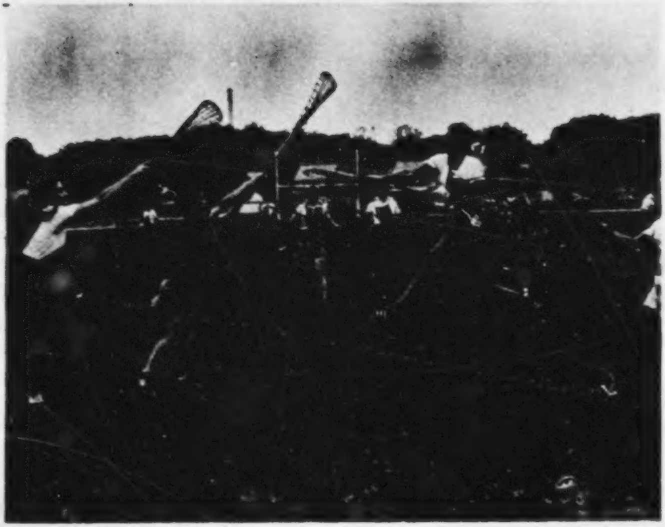
SEND INFORMATION TO:

NAME ____

ADDRESS ____

CITY ______________ STATE ______________ ZIP CODE ______

Return to: USWLA Secretary



USWLA TEAMS – 1975

U.S. Team	Position	U.S. Reserve Team
Leigh Buck (South)	1H	Sharon Duffy (South)
Connie Lanzl* (Phila.)	2H	Linda Kreiser (South)
Beth Anders (Phila.)	3H	Judy Turner (Phila. Col.)
Beth Allen (South)	L.A.W.	Mike Werley (Phila.)
Barbara Doran (South)	R.A.W.	Anita Corl (Phila.)
Jane Diamond (Phila. Col.)	C.	Jane Miller (New England)
Janice Rensimer (Phila.)	L.D.W.	Mary Ann M. Smeltz (South)
Robin Cash (Phila.)	R.D.W.	Barbara Collins (Phila. Col.)
Sue King (South)	3M	Claudia Bloom (Phila.)
Julie Staver (Phila.)	C.P.	Jackie Crowell (South)
Sandy Walker (South)	P.	Cherie LaFlamme (Phila.)
Sally Wilson (New England)	G.	Donna Coulter (Phila. Col.)

*Captain

1975 USWLA TOURING TEAM

Back row: Jane Diamond, Sue King, Barbara Hutchinson, Connie Lanzi (captain), Sally Wilson, Rose Ann Neff, Claudia Bloom, Beth Allen, Kathy Heinze (manager). *Front row:* Barbara Doran, Mary Ann Smeltz, Leigh Buck, Mike Werley (vice captain), Janet Smith, Sandy Walker, Janice Rensimer.

USWLA TEAMS – 1976

U.S. Team	Position	U.S. Reserve Team
Barbara Doran (South	1H	Mary Bodo (Phila.)
Connie Lanzi (Phila.)	2H	Sharon Duffy (South)
Beth Anders (Phila.)	3H	Kim Timulty (Phila. Col.)
Rose Ann Neff (South)	L.A.W.	Vickie Geyer (Phila. Col.)
Jane Diamond (Phila.)	R.A.W.	Anita Miller (Phila.)
Mike Werley (Phila.)	C.	Linda Kreiser (South)
Janice Rensimer (Phila.)	L.D.W.	Barbara Collins (South)
Robin Cash (Phila.)	R.D.W.	Bev Burnett (South)
Mary Ann M. Smeltz (South)	3M	Gail Purcell (South)
Julie Staver* (Phila.)	C.P.	Claudia Bloom* (Phila.)
Sue King (South)	P.	Cherie LaFlamme (Phila.)
Donna Coulter (Phila.)	G.	Sandy Moody (South)

*Captain

1975 USWLA Tour Report

KATHY HEINZE

Kathy Heinze was the manager/coach of the very successful 1975 USWLA Touring Team. Kathy attended Brown University, Providence, Rhode Island, and Dartford College of Physical Education where she obtained her teacher's certificate. She has taught in England as well as at Wilson College and Dickinson College, Pennsylvania. She has served on the USWLA Selection Committee as secretary, is a national umpire and has been active with the Southern District and Central Penn Association.

UNITED STATES 8 – GREAT BRITAIN 6

This concluded a triumphant tour. Thirteen matches played, thirteen won, and that has never happened before. Both England and Great Britain beaten at home, again for the first time. And by hitting eight yesterday they outscored the British side that humiliated the Americans on their own grounds in 1960 – a small matter perhaps, but the one ambition that next to total victory, they held dearest . . . .

The British, from first match to last, were dazed by the speed and the dexterity of the visitors, but most of all they were destroyed by determination. "We are good enough to win, but so are they. We are going to win because we are determined that we shall." (Mike Werley, vice captain). So it looked from the first whistle; so it proved at the last.

The Observer, October 27, 1975

First, I would like to say that the 1974 and 1975 Selection Committees should be congratulated for their choice of the 1975 Touring Team. The fifteen players showed outstanding ability as lacrosse players and sportswomen; exceptional fortitude and good humor as U.S. ambassadors, and above all, they were themselves, that is, super people. Their dedication and determination were, for many, hard to believe. Their helpfulness and unselfishness contributed to a magnificent team effort. My only regret is that the U.S. could not field fifteen players for every match. This group has already made an outstanding contribution to lacrosse and I know that each one is ready and eager to give more.

"They've struck terror into our hearts," observed Judy Herten, with much gusto and respect as the American women's

> touring team continued on their successful tour of this country, walloping all comers. "The Americans are so good – quite the best touring team we have seen here. They play a tremendous game of lacrosse."

The Sunday Telegraph, September 1975

This statement was made after the team had been in England just one week. The 15-0 score vs. England Reserves was shattering to all. The three mainstays of the England and Great Britain attack, Kath Howarth, Celia Brackenridge and Jane Martindale, were playing in the attack, and the best straight defense, Alison Saunders, was playing in the game. The United States was magnificent: how often does it happen that everyone on the team plays faultless lacrosse? (Admittedly, our shooting percentage was not 100 percent.) Janice Rensimer put Celia Brackenridge in shackles from the first draw – a fantastic display of man-to-man defense. Mike Werley scored in the first two minutes, just exactly as old ex-centers would have it. Connie Lanzl had so many connecting passes in midfield and tackled so many English defense that there seemed to be at least three third homes. Barb Doran's shots were varied, tough and perfect. Sally Wilson's saves of Celia's two eyeball-to-eyeball shots were classic U.S. goalkeeping and characterized the play of the 1975 U.S. Touring Team – skill, guts and determination. The coach's worry was that we might have shot our wad all in one game. What an act to follow, and admittedly it did come back to haunt us at times; there were frustrating moments when the perfect game seemed only a dream.

> The Americans have proved themselves highly professional and competitive.

Daily Telegraph

The match vs. the East was the second of a doubleheader – two 40-minute matches played in a cold, torrential rain. Actually it was a doubleheader for the U.S. as they played a full match against the West, while the East played a 15-minute warm-up because of the weather. In this situation, the team's training and professionalism paid off. We were down 0–3 and looking tired, slow and disorganized. We rotated the attack, went into a zone defense, for the first and only time on tour (in spite of B.J.'s efforts to fit us into boxes, diamonds, and one and two chasers, etc.), and caught up to 3–3 at the half. We went back to our regular strategy and won 10–4, finishing very strong. Apart from our 31–1 party, it was the only time that our second half score was better than the first half. The team did what had to be done.

> A team which has, with charm and good humor, given Britain the mother and father of a good hiding.
>
> *Daily Express*, October, 1975

We beat England. It wasn't a good hiding, but we won. This one came from guts and determination. Actually, I think the England attack showed more skill and they played very well. However, the U.S. attack was stubborn and determined. The challenge of this history-making occasion was almost too much for a young team, but the hard work had been done before, the will was there and the team deserved to win. We were a little lucky – no more than we deserved! Sally Wilson played extremely well. She was well supported by the defense. This was their game. The attack was hesitant and lost the timing of their passing game, so they were forced to run the ball. Far too many desperation shots were taken. At the final whistle, there was not the outward jubilation one might have expected. The team knew they had survived and that they could do it next time and would be more convincing.

> Heinze's raiders add a new variety to a social sport – proving conclusively that women athletes can be both formidable and feminine . . .
>
> *Daily Mail*, October, 1975

While they played tough, disciplined, professional lacrosse, the team had a lot of fun off the field as well. Many people commented on the difference between the team on and off the field: on the field, business; off the field, fun – all appreciative and friendly. As I have mentioned before, this team was able to be very relaxed and natural in both formal and informal situations because each individual was herself and gave of herself. It is awfully hard to stand on ceremony while Janice (Rensimer) is being herself and Rosie Rip is holding the Sheriff of Nottingham up for yet another photograph. I might add that the team's choice of captain, Connie Lanzl, and vice captain, Mike Werley, was a good indication that the team knew what it was doing. Connie's leadership on and off the field, in speech and in song, was exemplary. She is first class. The United States and the game of lacrosse are indebted to her. She aimed for the best, she gave it and she received it. Mike was the emotional inspiration and the heart of the team. Her thoughtful consideration and fairness, her tremendous effort on the field, and positive thinking, both her own and Skip's, were invaluable. The two captains were most ably supported by "Granny," Janet Smith, a selection committee member and the only member of the group to have toured before and who contributed so much to this tour. Her efforts and determination in training, in practice, and during matches were a constant reminder to us all of what we must do to be victorious. Janet has been very close before – she knew it would take 110 percent, she gave it and led the way. Her two key interceptions in the last five minutes of the England match shouted loudly and clearly "If you win this time, it will be over my dead body." She gave her all. We are more than appreciative; we are in her debt. Janet and Kath Howarth were saluted by both teams on the field following the U.S. vs. Great Britain match. This was their last representative match and they were honored for their part in lacrosse.

> The secret of American success is the virtues which have characterized their play throughout their five week tour in which they have been unbeaten in twelve matches. These are their speed, fitness, accurate passing, close marking, and above all their determination to win and their conviction that they can do so.
>
> *The Times*, October 24, 1975

The comment above appeared in *The Times* following the South match. (The South are the reigning territorial champions with no less than eight international players among them.) By this time we had really hit the big time. Upon our arrival by train from Scotland the previous day, we were greeted by the national press, *Sports Illustrated*, and our president, Jackie Pitts. Four team members had just been on Scottish television. Connie and I went directly from the station to Broadcasting House for a radio interview along with Penny Chambers, the South, England, and Great Britain captain. We were all tired, with nerves a little frayed, and the pressure was on.

All the national daily papers were represented at the South and Great Britain matches and we socialized with many representatives from press, radio, and TV at a luncheon at the Victoria Sporting Club on Friday. The Great Britain match was filmed for television, to be aired November 22 in England.

The match vs. the South was played on a beautiful field at St. Paul's Girls' School on a gorgeous, hot autumn day. The game featured what had become characteristic of the team: quickness to score; direct passing; speed onto loose balls; possession of out-of-bounds balls; pressure and tackling back by the attacks; a gambling, aggressive defense in midfield; a helping, sweeping defense in front of the goal; aggressive and positive goalkeeping. The score was 8–2 at the half, 12–4 at the end. It was during this game that we had to make our only substitution – Leigh Buck received a cut on her eyelid and Jane Diamond went in, showing speed and unselfish play in making some beautiful assists for goals.

The Great Britain match was indeed a super display of the intricacies and varieties of lacrosse, individualism and teamwork, strength, speed and finesse, tough individual match-ups and competitive national spirit. Great Britain was determined not to allow the United States to score quickly, but it was to no avail. Following our by-now famous, or infamous cheer, the Touring Team was on the field and leading 3–0 before the opponents knew they were in the game. The States were a goal up in 2 minutes, 3 up in 12, and led 5–2 at halftime. The last three goals of the match were scored by Great Britain in a brilliant display of teamwork and individual effort. It was too late. It was good to see whom we had beaten. They could and had played well, and the United States is not undisputedly Number One. It is well deserved. The challenge has been met. There is and will always be a need for greater effort to maintain this position against future challenges.

> There is no shame to losing to such a fast, fit, determined and supremely talented side such as the American girls.
>
> *The Times*, October 27, 1976

On tour it was a strange phenomenon that people should be surprised by the determination, will to win, discipline, and professionalism exercised by the United States team. What is representing one's country all about? It is an honor and a responsibility. A player is chosen because she is considered to be the best – this is the honor. A player, having been chosen, makes every effort to be the best – this is the responsibility. Pride is one of the driving forces; individual pride, team pride, and pride in one's country. In this situation, there was no place for excuses or passing the buck. Everyone had to contribute to the total effort. Success is sweet, winning is a reward; but the ultimate is a realization of personal effort, of the team challenge met, and a feeling of national pride. This is what the 1975 United States Touring Team was all about.

Tour Results

U.S.T.T.	15	England Reserves	0
U.S.T.T.	10	British Universities	1
U.S.T.T.	18	Anglo-Irish	0

U.S.T.T.	14	West	0
U.S.T.T.	10	East	4
U.S.T.T.	25	Midlands	3
U.S.T.T.	14	Wales	2
U.S.T.T.	6	England	5
U.S.T.T.	10	North	1
U.S.T.T.	16	Scotland	0
U.S.T.T.	31	Hone Scots	1
U.S.T.T.	12	South	4
U.S.T.T.	8	Great Britain	6

1975 UNITED STATES W.L.A. TEAM

Front row: Sandy Walker, Jane Diamond, Robin Cash. Middle row: Barbara Doran, Leigh Buck, Julie Staver, Sue King. Back row: Beth Allen, Janice Rensimer, Beth Anders, Connie Lanzl (captain), Sally Wilson.

1975 UNITED STATES W.L.A. RESERVE TEAM

Front row: Sharon Duffy, Judy Turner, Cherie LaFlamme. Middle row: Donna Coulter, Barbara Collins, Mike Werley, Mary Ann Messner Smeltz. Back row: Claudia Bloom, Anita Corl, Linda Kreiser, Jackie Crowell, Jane Miller.

The International Federation of Women's Lacrosse Associations

CAROLINE HAUSSERMANN

Formerly an assistant professor of physical education at the College of William and Mary, Williamsburg, Virginia, Caroline Haussermann is currently director of Merestead Hockey and Lacrosse Camps. She has served as president of the USWLA and is now vice president of the IFWLA.

With the advent of men's box lacrosse, men's lacrosse and the development of women's lacrosse in many nations, Margaret Boyd, then president of the All England Women's Lacrosse Association, approached various lacrosse-playing nations regarding the need for an international body. After preliminary letters in 1970, the first formulative meeting was held in January 1971 to discuss how to proceed with safe-guarding the best interests of the game among women throughout the world.

In April 1972, the first formal meeting of the IFWLA was held in Williamsburg, Virginia, with representation from seven different countries. At that time, the basic aims of the organization were stated as follows:

1. To promote international understanding and goodwill through the development of the game at all levels;
2. To establish an International Rules Committee to frame the Rules of Women's Lacrosse and the interpretation thereof;
3. To facilitate the arrangements for touring teams at all levels.

The officers with voting powers were designated as president, vice president, secretary/treasurer and one delegate from each lacrosse-playing country. Standing committees for rules and tours were appointed, with a chairperson for each. Meetings were scheduled in conjunction with overseas tours, ideally each year, but at least once every three years.

With this basic framework and with Margaret Boyd as president, the IFWLA has since met annually in 1973, 1974 and 1975. The USWLA sent three representatives to the last meeting in October 1975, namely, Jackie Pitts (USWLA president), Ann Morton (Rules Committee) and Kathleen Heinze (Tours Committee). Caroline Haussermann (IFWLA vice president) was also nominated to go, but at the last minute was unable to attend. Joining delegates from England, Ireland, Scotland, Wales, Australia, Hong Kong and Canada, the U.S. representatives helped to establish a comprehensive tour schedule and a final drafting of common international rules.

Fully constituted to act in the best interests of all lacrosse-playing nations, the IFWLA is attempting to keep a common standard of play throughout the world by anticipating domestic problems, enacting compromise rules where there are differences, establishing a guideline for equipment specifications, and facilitating the planning of international competition on all continents. It is a forum for discussion as well as an agent for the development of the game in countries such as Netherlands, South Africa, Germany and others where there is rising interest. It provides guidelines for a standard of play, yet allows flexibility within nations with individual schoolgirl rules, variances of distances and seasons, and so on.

As the IFWLA grows to maturity in the years ahead, it is hoped that it will be the leader of women's lacrosse throughout the world, with an ever increasing membership and an enlarged representation from member countries.

What Is Lacrosse?

AGNES BIXLER KURZ

Chairperson of the 1974-76 Lacrosse Guide Committee, Agnes Bixler Kurz received her A.B. and M.S. degrees from Smith College, Northampton, Massachusetts. She also has a teaching certificate from Chelsea College of Physical Education, Eastbourne, England. She has taught at Vassar College, Poughkeepsie, New York, the University of Delaware, Newark, and is currently assistant athletic director at Dartmouth College, Hanover, New Hampshire. She was named to the U.S. Lacrosse Team three years, to the reserve team four years, and to the touring teams to Great Britain and Ireland in 1964 and 1970.

Lacrosse is not one game, but three: men's lacrosse, women's lacrosse and box lacrosse. For years women have extolled the virtues of women's lacrosse without taking the time to understand the men's game. Most women know that the men's game exists, is rough, confined and they often assume, through ignorance, that it takes less skill to play. Men, on the other hand, consider lacrosse to be an energetic game, combative, exciting and demanding a great deal of fitness and competitiveness. The thought that a woman should play such a game and like it is abhorrent to those men who like their women frail and dainty.

If lacrosse fans of both sexes would take some time to understand the rules and finer points of strategy involved in the other game, I think each would have more respect for the other. It seems silly, but unfortunately typical, that we should continue to make comparisons of the two sports when we know the rules of only one. Some misunderstanding should be cleared up through a thorough knowledge of the rules.

For example, skillful women are taught to dodge an opponent by running around her while facing her head on. This is considered to be better than backing into an opponent or "rolling or turning" on her for two reasons: (1) The dodger can keep up her speed and (2) she can keep her eyes on her teammates and be ready to pass the ball at the opportune moment. When women watch a men's game, they constantly see players with the ball turning their backs when getting close to an opponent. This they consider, erroneously, to be a sign of weak play. If they are to learn the rule of men's lacrosse which states "Body checking of an opponent in possession of the ball or within 5 yards of a loose ball, from the front or side above the knees is legal," they would be less critical. Of course, you should turn your back if it means the difference between getting knocked down or not.

Another commonly noted difference is the way the ball is thrown. Men have a deeper pocket which makes it harder to throw without slinging the ball. Defense and midfielders can get away with the less accurate throw that slinging creates while at the same time, they benefit from the fast pace on the ball, moving it quickly upfield.

The women's throwing action is more of an overhand throw, which, complete with wrist action and with the hand at the top of the stick, can be a very accurate throw. It is necessary to be very accruate because of the nature of the defense which is traditionally a man-to-man type of guarding demanding very accurate passes in order to succeed.

Both games would probably improve if the women could put more pace on the pass – as the top women already do – and if the men spent a little more time on accuracy. The better men, of course, are more accurate, but at the intermediate level, accuracy is a problem that could be improved by better top hand action.

Why do women continue to use the old wooden sticks? It is mainly because throws can be made more accurately, and that the ball is freer in the stick thereby allowing it to be dislodged by a reasonable stick check.

Although that may not seem to be an advantage, considering the nature of the game, it is. A man can take the ball from an opponent in the following ways: by hitting an opponent's stick when he has the ball; by hitting a stick out of the way when the ball is within 5 yards; and by knocking a person over except from behind when the ball is within 5 yards of the player.

A woman, on the other hand, can dislodge the ball only in one way: by hitting the opponent's stick providing she does not reach over the opponent's head or shoulder while doing it. If women played with sticks that had deeper pockets or that kept the ball in securely as most plastic sticks do, it would undoubtedly lead to much rougher play and more accidents. If a plastic stick were made that would handle the way the old wood stick does, it is likely that it would be approved by the Association.

One difference that always startles spectators upon first viewing a women's game is the fact that there are no boundaries. Generally, the field is bounded by woods or a driveway or a slope at one end; these are designated "natural" boundaries and play is confined to that area. This means that a player may run into or around a group of spectators who, until that time, thought they were clear of the playing area. One man's coach was watching and half jokingly said, "What kind of crazy game is this? No boundaries? Whoever heard of a game with no boundaries?" I replied, "Exactly. It's so nice to finally have a game where the whistle doesn't blow or play stop because someone steps on a line or goes a few feet beyond what someone says is a logical limit to the playing surface. The game keeps going without having to stop and reverse because of a line on the field."

The question of substitutes is completely misunderstood by advocates of one game or the other. Pitting your best twelve players against the best twelve of the opposition seems to be a fair test of one team against another. This is the way the women play it. It makes endurance as well as skill an important factor.

Men players feel they need substitutes because of the strenuous nature of the game. One man said that the women's game couldn't be as fast as the men's game because "no man could run up and down the field as long as 25 minutes without a rest." The other difference that substitutes make is showing the depth of a team so that the team with the most good players may win. That is just a straight philosophical way in which to judge the worth of a team.

All this leads to a comparison of the major differences in the rules of the two games. Men's sticks may be any length and usually vary from 3 to 6 feet and from 5 to 12 inches across. Women's sticks cannot be longer than 4 feet nor wider than 9 inches. Men players wear protective clothing and helmets while women do not, except for the goalkeeper. Men play on a field 110 yards long by 70 yards wide, with goals 80 yards apart. Women have no set boundaries and the goals are 100 yards apart.

Men play ten men a side with frequent substitutions. They have a required distribution of players in each half of the field and an offside rule. Women have twelve players on a team with substitution for injury only. They have no set distribution and therefore no offside rule. Men play four 15-minute quarters. Women play two 25-minute halves.

At the start of the game, men have a "face-off" and women have a "draw." The difference lies in the fact that the men's sticks are on the ground, while the women stand and hold the sticks at waist level.

Both men and women players may pass, throw, catch and carry the ball in their sticks. An opponent may knock the ball out of a player's stick with his or her stick. Men may also knock an opponent over, subject to the body checking rule quoted earlier. Women allow no body contact at any time.

In men's lacrosse, if the ball is thrown out-of-bounds, possession is given to the opponents of the team which last touched the ball, except for an out-of-bounds ball after a shot at a goal, when the ball is awarded to the player of either side nearest to the ball when it went out. If the ball goes out of play in women's lacrosse, it is awarded to the nearest player whether it is a shot on goal or not.

The goal crease (8½-foot radius for women and a 9-foot radius for men) is the circle around the goal. Basically no attack player may go into this area when shooting or his or her team will lose possession.

Men, however, may reach into the area to field or catch a ball, but women may not. Men defenders in this area have 4 seconds in which to get rid of the ball while women are not restricted, although they must make an attempt to clear the ball or pass it in a reasonable length of time.

If the differences between men's and women's lacrosse seem extensive, box lacrosse will make no sense at all. This game was introduced to Canada by Australians and officially adopted in 1932.

The name "box" originated from the fact that it is played in an enclosed court: indoors in ice arenas, outdoors in fenced-in areas. The playing area dimensions range from 60 to 90 feet in width and from 160 to 200 feet in length.

Rules are similar to men's field lacrosse except that the goals are 4½-foot square, the sticks except for the goalies are restricted to 42 to 46 inches in length, and there are only seven men on a team. The ball may be played off the surrounding boards.

This article is not a treatise on how to play or coach any of the above versions of lacrosse. At best it is meant to be a helpful guide for spectators of the game.

Photo by Laurie E. Usher.

Fundamental Elements of Offense in Lacrosse

BETTY LOU MURPHY

Betty Lou Murphy is a graduate of West Chester and East Stroudsburg State Colleges, Pennsylvania. She has also done graduate work at the University of Massachusetts and Temple University, Philadelphia, Pennsylvania. She has played lacrosse at West Chester as well as with the New Jersey and Philadelphia Women's Lacrosse Associations. At present, she is associate professor of physical education at East Stroudsburg where she also coaches the lacrosse team.

One of the major sources of many of the problems that players experience on offense in lacrosse is the lack of understanding, either tacit or verbal, of the general concepts fundamental to team play. Some of these misunderstandings are about basic dimensions of movement as they are significantly involved in the team interactions of the sport. Other misunderstandings concern the objectives of offensive team play in toto and the ways in which players' movement can serve to achieve these objectives. Insight into and effective play in a sport require a grasp of how these two sets of factors interact within the structure that the particular sport provides. These underlying factors have not been dealt with to any extent in lacrosse; it is my purpose, therefore, to attempt to explain them and to discuss their significance to offensive play.

It may seem simplistic to state that the movement of human beings involves the integration of SPACE and TIME. These dimensions are so basic to moving, however, that they are the very factors which present persistent problems to players, especially in team sports. The complexity of these sports requires that players coordinate their actions – their use of time and space – with those of teammates, and, at the same time, that they be aware of the effects that opponents' actions are having on the time and space in which they have to act.

Space

Offense in lacrosse, as well as in field hockey, soccer, football, and basketball, is dependent upon sending the ball *to* and *through* spaces, either carried by a player or passed from one to another, in order for the ball to progress down the field and, ultimately, through a space into the goal. In field hockey, effective spaces for the ball are primarily horizontal at ground level; while in lacrosse, spaces at various vertical levels can be used when space at one height is closed, for example, the hanging pass and all others that go over players. Players must move, however, through and to spaces at ground level for the successful reception of the ball; vertical space is not a factor in player movement. The configuration and location of spaces on the field change as *players move*, for players "take up" space. Spaces appear behind a player who moves and are closed as they are moved into. For the successful completion of a pass, only one player is needed in the *space* at the *time* the ball arrives there.

Direction of Movement – Angles

Theoretically, a player can move in any one of 360° – when going for a pass. In actual situations, however, the direction of her movement is often limited to a much smaller range. The determining factors that govern a player's angle or direction of movement include: (1) the team's offensive objective for the particular situation and the player's potential roles in helping to accomplish that objective; (2) the player's position on the field in relation to ball, goal, and teammates; (3) the existing spaces as determined by positions of teammates and opponents and the location of the crease and boundaries; and (4) the best giving and receiving of passes relative to the freedom, or lack of it, that the ball carrier has to give certain kinds of passes in one or more directions and relative to the ability of receivers to make themselves free to receive. An example of these factors in operation for a pass reception is shown in Figure 1.

Eliminate Angle #	Reason
1	In the path of the player with the ball.
3, 4, 6, 7	Potentially an easy interception for the defense.
5	Most difficult pass to receiver and for receiver to be seen.
4	Defensive opponent in path.

Preliminary faking movements and greater speed may make #3, 4, 6, 7 viable possibilities.

Players are not, of course, limited to movement in a straight line only, and changes in direction of movement are essential as the conditions of the game change and the ball and players assume

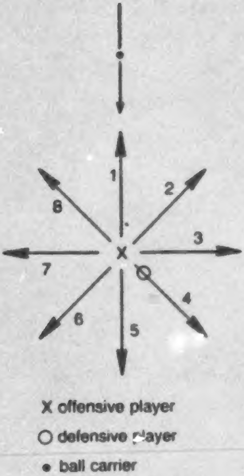


Figure 1.

different locations on the field. In most situations, sharp, definite changes of direction are preferable over less definite and arcing paths, because they aid in gaining freedom from the defense and take less time to execute.

Players must be able to *visualize* the spaces that exist on the field at each moment in order to use them or to create them for their own or a teammate's movement. They must also be able to see where spaces for the ball exist or how they could be created so that they can help in making successful passes. In shooting, the shooter must be able to send the ball through one of the spaces that exist in the goal. *Seeing* the existing spaces for player and ball movement provides the initial range of choices from which to decide on the direction that any purposeful movement of the ball or a player should take.

Time

Space that exists in conjunction with moving bodies is *dynamic*; it changes with the number of bodies, their speed and frequency of movement, and with the directions of each player's movement on the field. Speed, frequency, rates of acceleration and deceleration, point of initiation and point of termination of movement are timing factors operating to effect the spaces on the field. The point of initiation for a cut and the speed of the cut are usually the factors receiving the most attention for play. The frequency of players' moves, however, and their synchronization with each other are important factors for a coordinated and complimentary team effort. The time at which different players initiate cuts and the speed with which each moves, as well as their distance apart and direction of movement, determine the nature of the spaces in which the offense has to work. If all move relatively simultaneously and toward the same point, the space in front will rapidly become nonexistent, and large spaces will develop behind them. Neither type of space will be particularly useful to the offensive needs of most situations.

In regard to initiating a cut, the player must start the movement at such a time as to arrive at a desired place(s) when it would serve some useful purpose. Arrival too early or too late usually means a wasted (nonuseful) effort and may interfere with other players' movement. Factors which often affect the timing of cuts are: (1) the level of skill of the team as a whole and of particular players; (2) one's speed in relation to opponent and the distance to be traveled; and (3) the movements of other players, especially of teammates. Sensitivity to the abilities of other players and of the particular situation is extremely important to the timing of cuts; a player not in control of the ball is not in a position to pass it; some players habitually do not look for receivers when they do get control. And some situations, like being very closely marked, may make the giving of a pass a difficult accomplishment.

Speed and rate of acceleration of the cut are often the determining factors for whether or not a player will be able to get free from her opponent to receive a pass. The ability to become free will vary with the relative differences between the particular player and each opponent she faces. For all but the swiftest, pure speed and quickness alone will not suffice, and deceptive maneuvers that utilize change of direction and acceleration must be developed.

The synchronization of players' movements is the broadest timing factor affecting offensive coordination. Generally, as the ball progresses down the field toward goal, players closer to the ball initiate their movements first, and players farther away from the ball wait to see how play is developing to determine where and when they should move. In order for the ball to progress effectively down the field, such a sequentially synchronized initiation of moves is usually necessary, or long passes are required or the player with the ball is forced to carry it for long distances.

To summarize, the use of spaces for the progress of the ball is the most general concept underlying the offense. Players use spaces to be receptors or carriers of the ball, and also move to change the location and shape of spaces in ways that facilitate movement of other players and the ball. Movement is essential to changing the conditions of the spaces through two of its characteristics – direction and time – which ultimately determine the effectiveness of movement and, to a high degree, the success of the offense in achieving the final goal of scoring.

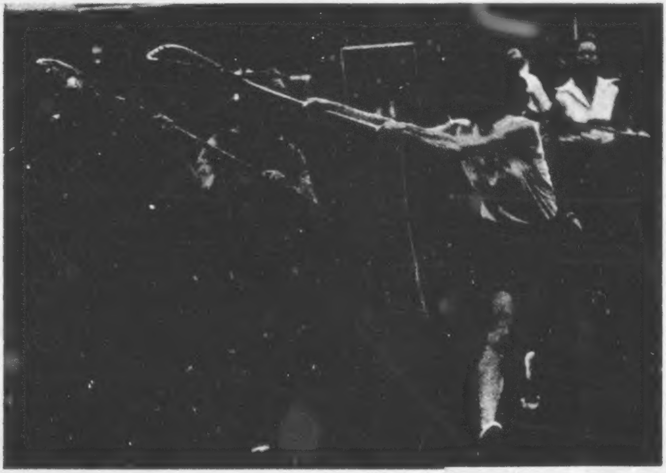
Purposes of Player Movement

In order for players to begin to conceive of where and when to move and to make constructive, rather than random, movements, they must have an understanding of the various functions that offensive player movement may serve. It is an assumption here that the player with the ball would be moving toward goal at top speed, and that the movement problem lies not with this player but with the players who do not have possession of the ball.

There are two primary reasons why a player without the ball should move in order to contribute to the offensive play of the team: (1) to receive a pass and (2) to facilitate the team attack in ways that do not call for the immediate reception of a pass. Reception of a pass may have any of the following purposes attendant to it: (a) progress of the ball toward goal, (b) to position for a scoring opportunity upon reception of the ball, (c) to change the position of the ball and the focus of play. Players must also facilitate their team's attack by movement that has little reference to their own receiving of the ball. Movement apart from receiving has such purposes as: (a) to spread the attack and/or fill open attack positions (also called maintaining offensive balance), (b) to clear defense players from a space, and (c) to position for a later cut for the ball. Often players have little cognizance of the importance of the function that movement, which helps other teammates to receive a pass or to score, has in the totality of team play; instead, they tend to think only of receiving the ball or of scoring. The realization by all players of both functions of movement – for actual progress of the ball and for coordinating the total offense and providing for its continuity – is essential for effective team play.

The function a player can best serve at any moment usually depends upon her position on the field, relative to the ball and the goal. Players ahead of and closest to the ball as it moves toward goal should probably be concerned with pass reception and moving the ball downfield; and the farther away from goal the ball is, the more players should be concerned. Those who have already made cuts and have not been used should be involved in balancing the offense or with repositioning for a future cut. After the ball has reached goal level, the focus is on getting a shot, which means maintaining possession of the ball, opening spaces in front of goal, being ready to field a wide shot or rebound, and readiness to go onto defense. In this area of the field especially, player movement apart from pass reception is more important to team offense. Since the area for successful scoring is considerably less than that for simply moving the ball down the field, there is less room within which to maneuver and the fewer players who can be directly concerned with the ball at each moment.

How individual player actions can be coordinated to achieve these offensive objectives may vary considerably, and many different procedures may be equally effective. Beyond the "whys," the "how" must, of course, be explored and refined. The hows have been granted major attention in the literature and coaching to date, with purposes often remaining unstated and assumed and with the more general concepts of movement lacking attention. The nature of the game of lacrosse would seem to require an alternative approach. The pace of the game, the variability and complexity of the situations that arise, the continuity and flow of play, and the absence of coach manipulation during play requires that players make instantaneous decisions about their action in play. Effective decisionmaking on the field depends foremost upon understanding the basic components of the sport. For offense in lacrosse, these are the larger offensive objectives of a coordinated team effort, the nature of the basic dimensions of movement as they occur in



lacrosse, and then how these dimensions of the space and time of movement can be used to achieve the offensive objectives.

The translation of these understandings into effective and coordinated action has been dealt with elsewhere by this writer[1] and by others concerned with "how to play" the game. The prescription for how must logically follow from the what and why. Not only is the effectiveness of methodology greater when derived from the nature of the underlying structures, but the variability of the game situations demands recognition of its stable features to provide a basis on which players can make the variable responses required in play. More attention to articulating and learning the more general concepts of the game may well provide for more effective and creative play than the present emphasis on treating and learning the responses.

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[1] Betty Lou Murphy, "Team Offense in Lacrosse", *Crosse-Checks*, 1973.

Why Not the Zone?

BOBBY NASON BOWDITCH

Bobby Nason Bowditch received her B.S. in Education from the University of Pennsylvania and her O.T.E. in Occupational Therapy from the Philadelphia School of Occupational Therapy, Philadelphia, Pennsylvania. Bobby was coached by Virginia Allen at Swarthmore High School, Swarthmore, Pennsylvania. She played field hockey and lacrosse for the All Philadelphia teams and played first home on the U.S. Lacrosse Team. Bobby started women's lacrosse at Yale University and is at present the varsity field hockey and lacrosse coach at Yale.

Women's lacrosse has often been described as unique because the players are free to improvise on the field. The game is open and encourages innovative play. I agree with this description as far as the offense is concerned, but it seems to me that most defenses, which are played entirely man-to-man, have very little opportunity to be innovative, since the defense player goes wherever the attack player goes, marking her closely. The zone defense, however, offers the opportunity for the player to be aggressive and encourages quick thought and movement on the field as she positions herself in anticipation of the opponent's play in order to intercept the ball or to break up the play in progress. Critics of the zone say that it encourages the defense players to stand. Standing as a wall in front of the goal is *not* a zone defense. Obviously, these critics have never seen the zone being used in men's basketball or lacrosse. Not that we should copy all of men's lacrosse, but there are some fine ideas used by men, such as their good goalie play and their shifting defenses. It is true that in the zone the defense does not waste energy running all over the field chasing her opponent, as the attack would have her do. Having played first home, I liked nothing better than to have my defense player (point) follow me all over the field. Having her move to my will made it easier to lose her quickly when I decided to do so. Also, it was a very easy way to take the point out of the play in front of the goal, making it open for other attack players to move in to score.

The zone defense offers opportunity for the player who is not such a fast runner, but who is quick and accurate to be an effective player, and to set her own pace independent of the move of the attack player, thus attracting more than the fast runner to the sport. In a man-to-man defense, a fast attack player can easily beat a slower defense player and run the ball down the field. In my opinion, the passing game is a more effective and exciting game for everyone, players and spectators alike. The zone defense helps to force the attack player to pass or be stopped. It tends to discourage the player who receives the ball and runs down the field without passing.

Yes, it is more difficult to teach the zone and it is more difficult to play it. Ideally, the man-to-man defense is used until a broken play situation develops or the attack tries to pull the defense way out of position as alluded to earlier; then the defense should immediately shift into a zone. The difficulty is in getting all the defense players to move together simultaneously, thus covering all access at the same time. It is vital that this be done in one shift. As the play moves, the defense moves to form the zone box.

It is impossible, in this article, to explain all types of zones or give the play in every situation, but basically one type of zone can be explained as follows: For example, if the left attack wing loses her opposing defense wing, the third person would move over into the area to be able to pick up the left attack wing from the rear, thus being able possibly to double team her. The cover point drops off, covering the area on the opposite side of the field from the ball. The other defense wing drops way back to the opposite side near, but out a few yards from the goal, and point covers the goal area moving right or left depending on the play. The center stays out in front and does not come down too far in order not to crowd the goal area. Thus a box is formed that is able to rotate according to the position of the ball.

It is difficult to understand why there is so much adverse criticism about the zone defense in women's lacrosse. "Ginger" Allen, coach of Swarthmore High School in Swarthmore, Pennsylvania, and the most successful coach of women's lacrosse, had a high school team that was undefeated for twenty-seven years. Her 1941 high school team defeated the All Philadelphia team, which was considered the top women's club team in the country that year. Ginger taught the zone defense to her players and was able to use the talents of many different kinds of players other than the fast runner. With such success, why has there been so much objection to this type of defense? Field hockey is constantly being changed with little objection. Women's basketball changed radically for the better, in my opinion, using men's play and many of their rules. Why the resistance to efforts to improve the game of women's lacrosse? Maybe the answer lies in reluctance to try something new or something many do not understand because they have never played it. Coaches should analyze their players, evaluate each one's talent, and then place each individual in the position best suited to the talents of that individual. The combination man-to-man and zone defenses offer a greater opportunity to use many different capabilities and to combine physical ability with mental agility. Too often, against the man-to-man defense, two or three players who are fast runners receive the ball and run without attempting to pass the ball.

Let us get together for the good of the sport and the women who play it in welcoming a defense that has been used so well and successfully for so long.

Editor's note: The 1948 Swarthmore High School lacrosse team also beat the Philadelphia team.

Choosing Your Goalkeeper

CAROLINE HAUSSERMANN

A biographical sketch of the author appears on page 169.

Coaches spend many long hours working with their attack players, teaching them to score, and with their defense, working on interchanges and close marking. But all of this is to no avail if the goalkeeper is weak and every shot at the goal results in a score.

Years ago, Margaret Boyd from England introduced a system at Merestead Hockey & Lacrosse Camp of selecting a goalkeeper. When coaching at the University of Pennsylvania one year, I was faced with a team without a goalkeeper and ten days to go before our first game. Miss Boyd's system was pressed into service and a second home became our goalie. Two years later, she was selected to the U.S. Reserve Team. It seemed to be a system that worked!

Divide your entire group into twos and ask each player to go through the following drills:

1. With pinnies or other markers placed on the ground 6 feet apart (the width of the goal), have one player acting as the goalkeeper, the other as an attack. Neither player uses her stick at this point.
2. The attack player rolls the ball to the goalkeeper at various angles. The goalkeeper practices moving her body and feet so as to line up behind the ball and stop it. The ball is then thrown in the air, and again, the goalkeeper places her body behind the flight of the ball and catches it. This is done slowly at first, then speeded up.
3. The goalkeeper now uses her stick while the attack rolls and throws the ball. In stopping the ball, the goalkeeper continues to try to move her feet and body so as to be behind the flight of the ball.
4. The attack now uses her stick, shooting gently at various angles to different parts of the imaginary goal. The goalkeeper catches the ball and throws it back each time.
5. The final step has the attack shooting from farther out, then turning and running away from the goalkeeper, who fields the ball and practices long clears to her attack partner. The two then reverse roles and repeat all of the steps.

What should the coach be watching as the various pairs practice the drills? First, she should be aware of footwork and agility of each player as she moves behind the flight of the ball. Is she always moving? Is she quick to move about? Is she in the proper place each time the ball comes?

Next, she should watch for good stickwork and the ability to catch balls at all angles, both low and high. Is she using her stick as often as possible? Is she lining up behind the ball as it comes or is she merely knocking it down? Is she using her hand too often rather than her stick?

Lastly, watch to see if the goalkeeper candidate can clear the ball. Does she have a strong throw? Is she accurate? Can she get it off quickly?

The goalkeeper should be a good athlete and perhaps should be one of the best skilled lacrosse players on the field. Rather than placing the extra player or the slowest or largest in the goal, a coach should give her team confidence by having a player who can assure others that shots at goal will be saved. Using the above system, one can fairly quickly pick out the player who will meet these requirements and who may go on to the U.S. team level. It has been done before!

Goalkeeping Skills

LINDA ROTH

Linda Roth is a graduate of West Chester State College, Pennsylvania. She has taught physical education on the high school level and has coached lacrosse at West Chester State College. She has been named goalkeeper to the U.S. Reserve Team and the U.S. Team. She has conducted numerous clinics on the coaching of goalkeepers.

The skills of the goalkeeper are so important that they should be considered by themselves. As her ability to defend her goal can often mean the difference between victory and defeat, it is important that sh[illegible]ceive a fair share of the coach's time. A goalkeeper, like any other player, must be trained for her position. She has to possess all the qualities of any other player, that is, stickwork, footwork, aggressiveness plus courage. Goalkeeping can be an extremely frustrating experience if the individual is not properly prepared.

Points for Beginner Goalkeepers

Although there are specific practices for goalkeepers, I feel strongly that every potential goalkeeper should have at least one year of field experience. This would give her a feel for the complete game and help to develop the basic stickwork and footwork necessary to every lacrosse player.

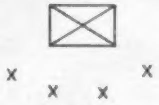
A. **Stance – "Ready Position"**

1. Feet should be close together and weight should be evenly distributed over the balls of both feet, ready to move in either direction. (I prefer having one foot slightly in front of the other.)
2. Knees flexed and relaxed.
3. Feet should be constantly moving and repositioning with the ball no matter where it is. Even if the ball is at the other end of the field, position and *concentrate*.

B. **Movement in the Goal**

1. Move in a semicircle from post to post. The more to center the shot is coming, the farther out you should be to decrease the angle.

Do



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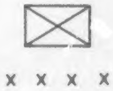


2. Use short steps placing feet together quickly.

C. **Angle of Possibility**

1. If a line were drawn from each goal post to the ball, the ball would have to travel within this angle in order to score. This is the angle of possibility. If the goalkeeper properly positions herself, she can eliminate some of the possibilities and should be able to anticipate where the ball will have to be shot in order to score.
2. The basic positions in covering the angles in the goal were discussed fully in the article "Goalkeeping" by Karen Burke in the 1968–70 *Field Hockey-Lacrosse Guide* and will therefore not be repeated in this article.

D. **Playing the Ball**

1. Catching
   a. As the goalkeeper catches the ball, she must make sure she has TWO LINES OF DEFENSE, that is, she must have first her stick and then her body behind the ball. Her stick must be short enough that she can catch the ball directly in front of her body. If she misses with her stick, it will hit her body. EMPHASIZE THE STICK FIRST.
   b. When catching the ball, her first move is behind the ball, then a step forward. Never back up as you catch or play the ball. Always move behind and then into the path of the ball.
   c. A goalkeeper must be able to catch every type of pass as she is the one person unable to "ask" for the ball where she would like to have it. She must be able to use her stick as well as her body. It is much more advantageous.
2. Clearing
   a. The clear should be made to the outside, preferably to the attack wings, since the defense has obviously been working. Keep it to the outside so that if it is missed, your teammate should still be closest to the ball.
   b. If the goalkeeper does not have an accurate 30–40 yard clear, it would be better making a short clear to the defense wing, cover point, or a defense player cutting to the outside.

E. **Playing the Shot**

1. Long outside aerial shot
   a. Easiest shot to play as it is no more than a catch.
   b. Position with the player before the shot is taken.
   c. Complete concentration on the ball. Watch the ball leave her crosse and come into your own.
   d. Make sure you have TWO LINES OF DEFENSE.

2. Long outside ground shot
   a. Basically the same.
   b. Try to move into the ball taking it before it hits the ground. Once it hits the ground, it could do anything.
   c. Before moving into the ball, make sure you position yourself directly in front of the path of the ball.
   d. Take it with your STICK.
3. Underarm shot
   a. Positioning for this shot is much different from that for an overarm shot. In playing an overarm, you pull with the player and on an underarm shot, you hesitate a bit before going with the player.
   b. As the player starts to come across, you hesitate a bit before pulling with her since nine out of ten times the shot will come back. If it doesn't, you have your stick side and your body moving in that direction. A left hand up player might want to pull a bit sooner.
   c. Once the player has totally committed herself to an underarm shot, move out a bit to her stick side, especially if the shot is close. Pads to stick. This decreases the angle and a deflected shot will go wide of the cage.
4. Close aerial or ground shot
   a. Played the same as a long shot except your reaction must be quicker.
   b. Move out to decrease the angle, but not so far that the shot can be dropped over your head.
   c. Concentrate.
   d. Stick follows stick.
   e. Defense should be able to eliminate one type of shot so you should be able to anticipate the type of shot to be taken. Defense can force the player to weak side.
5. One on one
   a. Stand, concentrate and hope.
   b. A more advanced player can overplay one side to force the shot. Be ready to move if you do this.
   c. If the attack player doesn't have complete control, I prefer coming out to try and force a hurried shot, especially if the angle for the shot is bad. I would not recommend this for a beginner.
   d. In most cases, the attack should score under these circumstances.

Tips for the Goalkeeper

A. ALWAYS keep the feet moving and position according to where the ball is, even if it is at the opposite end of the field.

Ready position.

B. ALWAYS concentrate on the ball no matter where it might be. Watch the crosse, not faces.

C. BE AGGRESSIVE. The attack can't score if you don't allow them to get the ball.

D. ALWAYS have two lines of defense: first the stick (catch the ball well out in front of the body); then the body (always move the body directly in front of the ball as you try to catch it).

E. ALWAYS move into the shot, never back into the goal.

F. Try to take ground shots before they hit the ground; move out to meet the ball.

G. On an underarm shot: once the attack player has committed herself to the shot, move out onto the stick with your body.

H. Talk to the defense.

I. Remind the defense to mark, keep them mentally alert immediately after a cleared ball.

Tips for Coaches

A. A goalkeeper is a lacrosse player as well. Emphasize stickwork.

B. It is not a good practice to allow the attack to shoot at close range unmarked. Use at least one defense player if it is to be a practice for the goalkeeper as well.

C. Use your managers. Most of them are frustrated lacrosse players and would enjoy drilling against the goalkeepers.

D. Allow the goalkeeper to play on the field periodically. It [illegible] improve her mental state as well as her stickwork.

E. Encourage her. No other position can be more discouraging.

F. When scrimmaging, have goalkeepers spring to the opposite goal after a goal is scored. It will keep them alert if they have been standing around and haven't seen much action. Prevent boredom. Encourage mental alertness.

G. Sell the position. It can be *exciting.* She must want to play it. Don't just stick someone in the goal because she is not good enough to play elsewhere. Make her feel important. She is!

H. The best practice for the goalkeeper is fielding shot after shot. Work the goalkeeper at the end of practice. Each attack player must score before leaving the field. Be sure to designate the distance from which the attack must shoot.

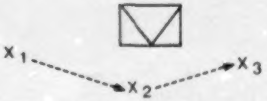
I. Teach the goalkeeper to keep two hands on the stick rather than one. There are many more advantages to using two hands.

Goalkeeper – Warm-ups and Drills

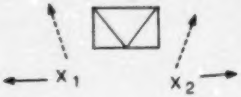
I. *Warm-ups*

A. General warm-ups with equipment: Choose a partner and

3. Same formation as 1. Toss high, then low, then alternate. Start far out then move closer.
4. Three people around goal tossing the ball back and forth. Goalkeeper must position herself with ball as it moves. Shot will be taken when goalkeeper has been drawn out of position.



D. Pick-up on Loose Balls
   1. #1 rolls ball toward the goal. Goalkeeper comes out, picks up the ball and clears to #1 who is moving. #2 immediately rolls the ball to the other side of the goalkeeper repeats. Goalkeeper must recover quickly and, clear on the move, to a player on the move.



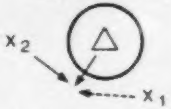
   2. Add a chaser, someone who chases the goalkeeper once she has made her move to the ball so she has to execute under pressure.

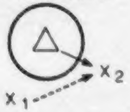
E. Reaction – Wall Ball
   1. Face wall. Person behind goalkeeper throws ball at wall, varying the levels and speed. Goalkeeper must react to the ball, not knowing where it is coming from. She should move progressively closer to the wall so she must react more quickly.

III. *More Advanced Drills*

The more advanced a player becomes, the more she will want to break up the plays as they develop rather than allowing the shot to be taken.

A. Interceptions
   1. Player #1 passes to #2 close to goal. The goalkeeper moves out to intercept. Practice both sides.





D. Work on ONE-ON-ONE with defense
   1. Defense forcing attack to weak side.

E. Set PICK for clear

It is essential that the goalkeeper understand how her defense works so that they can work together and the goalkeeper can anticipate that is about to happen. Having the entire field in front of her, she can direct the defense as to what is developing. She should talk to the defense and tell each player if a player is not covered, if the defense is not in position, marking, or if she (the goalkeeper) intends to play the ball. The entire defense must work as a unit which includes the goalkeeper.

Care and Repair of Lacrosse Sticks

SUSAN W. NOBLE

Susan Noble received her B.S. degree from Boston-Bouve College, Tufts University, Medford, Massachusetts, and her M.S. from the University of North Carolina at Greensboro. She is the New England Woman's Lacrosse District umpiring chairperson and has played lacrosse for New England and Boston. She has had extensive experience in repairing equipment for Cran Barry, Inc., the Merestead Hockey and Lacrosse Camps as well as numerous schools and colleges.

Care of Sticks

A good lacrosse stick should last for many years with proper care and the knowledge of a few simple repairs. Treatment of the stick need be done only when the stick is new and thereafter, once a year, prior to storage, unless the stick has been subjected to extreme conditions.

The *wood* should be treated with boiled linseed oil when new and again before storing. Only the wood above the handle should be oiled to avoid the problem of the handle becoming slippery when wet. The wood in the handle will get sufficient oil from the hands. When storing the stick, be sure to loosen all the leather thongs to take the strain off the angles and either hang the stick or lie it flat in a cool, dry place where it will be safe from mice and dogs who like to chew on the hard-hide and gut. Broken woods are difficult to repair and these repairs are not very strong. Cracks may be glued with a good furniture glue. Follow the directions on the container, making sure to leave clamps in place for longer than you think necessary.

The *rawhide* thongs in the basket and the lead strings should be treated with a leather preservative, such as saddle soap or neats foot oil. Vaseline has been recommended for years, but it is a petroleum based product which is not designed to be used on leather. It causes the rawhide to rot more quickly because it does not allow the material to breathe. Vaseline can be used as waterproofing, although it tends to make the rawhide slippery. A small amount should be applied and then wiped off with a clean cloth. A thin coat will remain.

The *hardhide* in the bridge, guard and throwing string should be treated with a leather preservative or a thin coat of vaseline only if it seems very dry. These substances will soften and rot the hardhide if applied too often. Hardhide, which has become soft, may be stiffened with a coat of shellac. In order to reshape a guard that has collapsed, the hardhide may be softened by wrapping it in a wet towel for 2 or 3 hours. Then, reshape the guard, holding it in place with throat sticks and crumpled newspapers, and allow it to dry. If this technique is not successful, the guard may have to be replaced with new material, even if it is not broken. Shellacking the material is only a temporary improvement.

The *gut* in the basket may be treated with a leather preservative or thin coat of vaseline prior to being stored. Gut which is being prepared for repair work should be soaked for only about 20 minutes. If it is soaked longer, it will tend to curl very tightly thus making it very difficult to work with.

Repair of Sticks

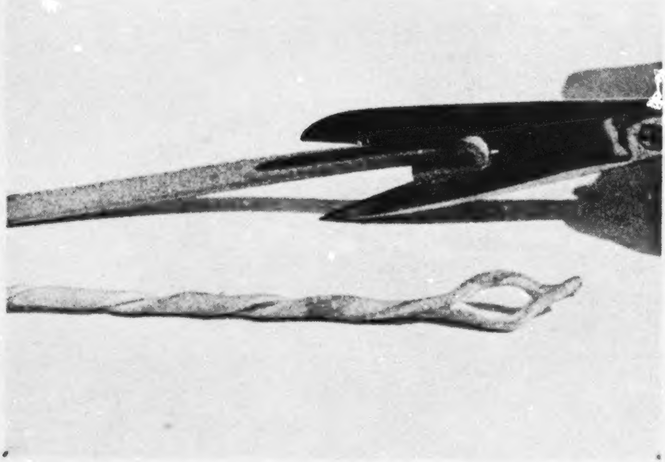
There are a few simple tools that can make repair work easier. Pliers, one pair of needle-nosed and one pair of regular, are very useful for the handling of the material. They add grip strength and can be used for pulling and cutting. An electrician's wire cutter is useful for cutting dry hardhide and perlon, as well as for removing old material. Sharp scissors are necessary for cutting and splitting wet materials while an awl is useful for making and enlarging holes.

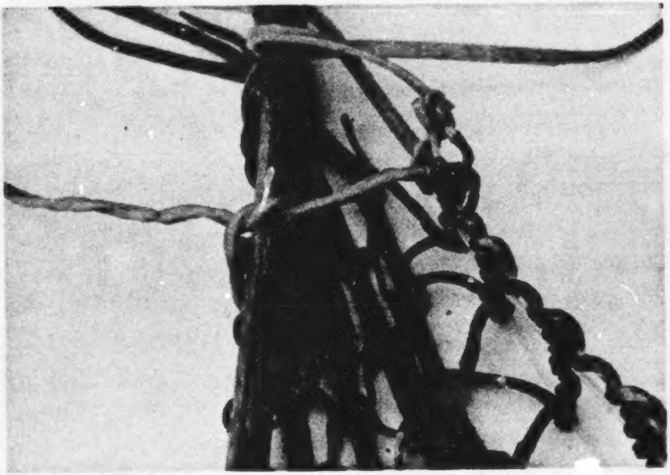
Before starting to mend a stick, it is a good idea to find another one in good condition to use as a guide. The next step is to remove all of the broken material back to an anchor point. It is stronger to replace a whole section that has a break than to patch over the break. The new material should be cut slightly longer than the desired length before being soaked in water. Some common lengths are: a bridge – 3 feet; a throwing string – 2 feet; a lead string – 15 inches; an upright in the guard – 15 inches; a complete guard (not including the lead strings) – 9 feet; three lead strings in the guard of either hardhide or perlon – 44 inches. Hardhide will need to be soaked in water for 4 hours to make it soft enough with which to work. Leftover wet hardhide should not be stored for more than 12 hours as it will begin to rot.

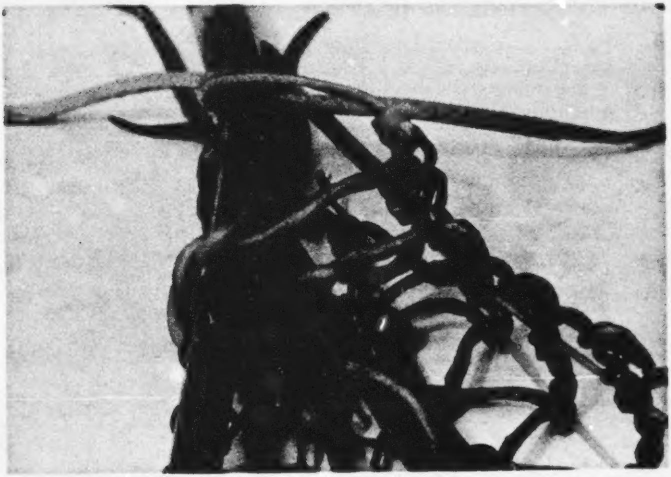
An eyelet hole in the end of hardhide or rawhide is the best way of putting two pieces of material together. To make the hole, fold the end of the material over and cut it with a pair of sharp scissors. The cut may be finished with a knife, but scissors are better for starting the cut as the knife may slip when pressure is applied.

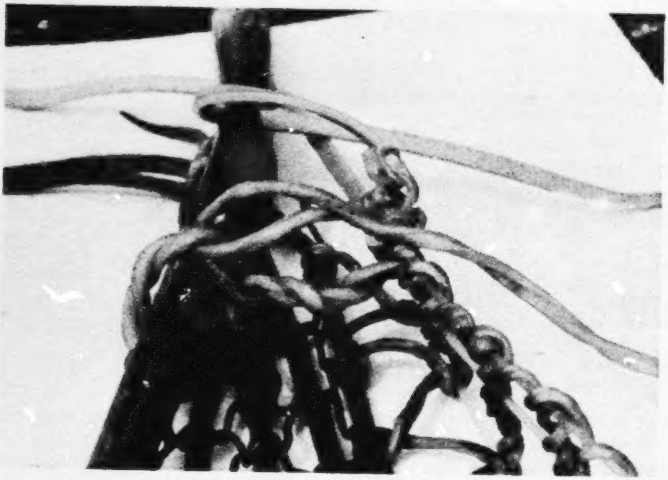
In order to attach the new material to an anchor point, wrap the end with the hole in it around the anchor material and put the other end of the new material through the eyelet and pull tight. To splice two pieces of material, put the end of one piece which has a hole in it through the hole of the other piece. Then, pull the other end of the second piece through the hole of the first and pull tight.

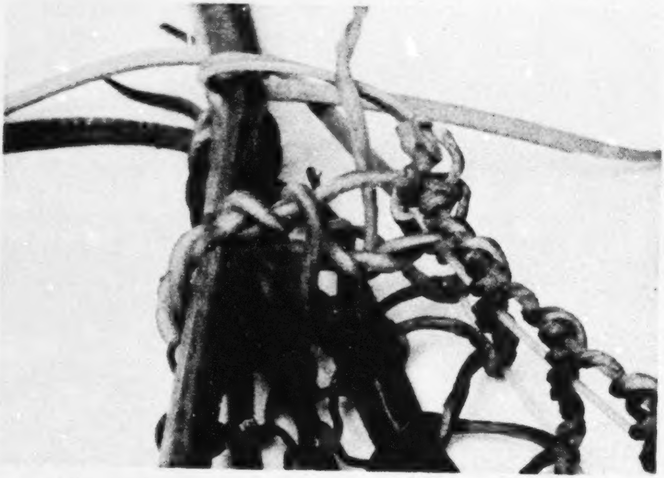
To *make q new bridge*, first remove the old one back to an anchor point on the guard. Then, anchor the new hardhide on the top string of the guard near the last upright. Take the material across and around the wood 1¾ times, wrapping it around itself on the second turn. Then go across and around the middle string on the guard. Go back to the wood, wrapping the material around itself and through the material that goes around the wood. Continue to the top of the bridge and then take two or three turns around the top string of the bridge. Go down and around the second leather thong, passing in front of the center crosspiece. Come back up wrapping the material behind the center crosspiece. Finish by wrapping two or three turns around the top of the bridge to the guard and make a simple tie on the guard. Allow the stick to dry for at least 8 hours. Be careful not to stretch the hardhide when making the bridge as it tends to shrink a little when it dries. During the drying, wadded newspapers on either side of the bridge are useful, but not necessary to maintain proper shape.

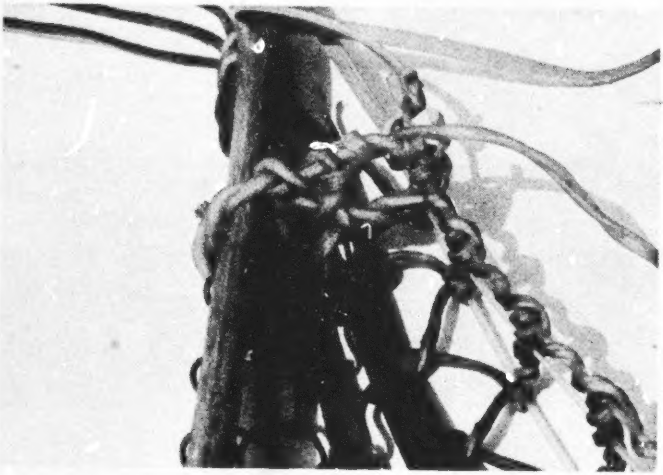




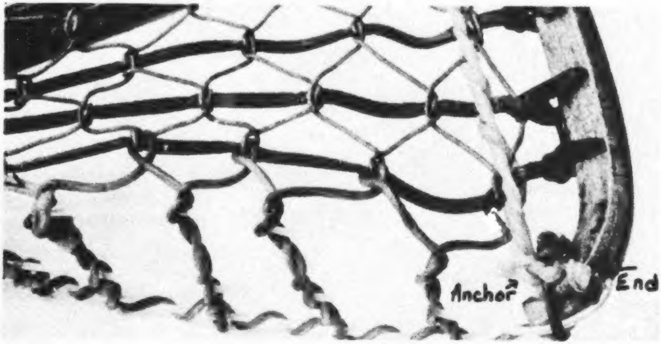




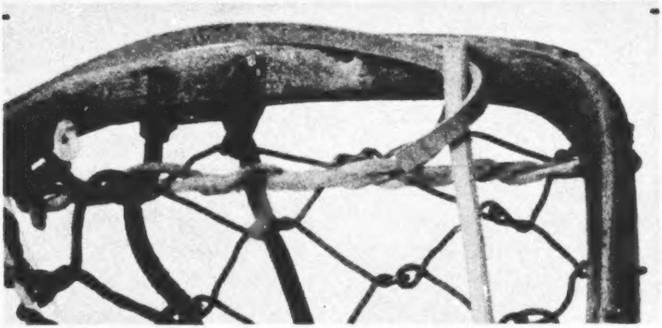


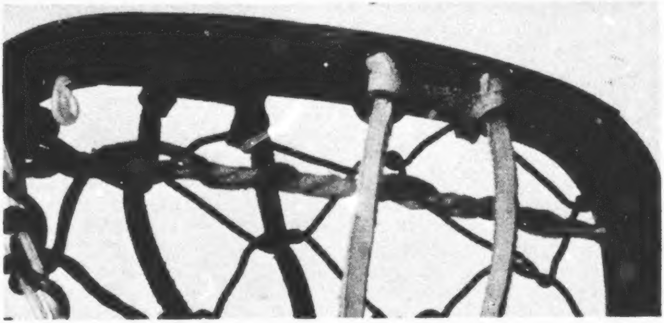


To *replace a throwing string*, the old one must first be removed back to the point where it joins the guard, leaving the knot intact. Anchor the new piece of material on the knot and go across the back of the stick and through the hole in the wood. Return, wrapping the material around itself and going in front of the leather thongs. Make a simple tie on the other side of the knot.

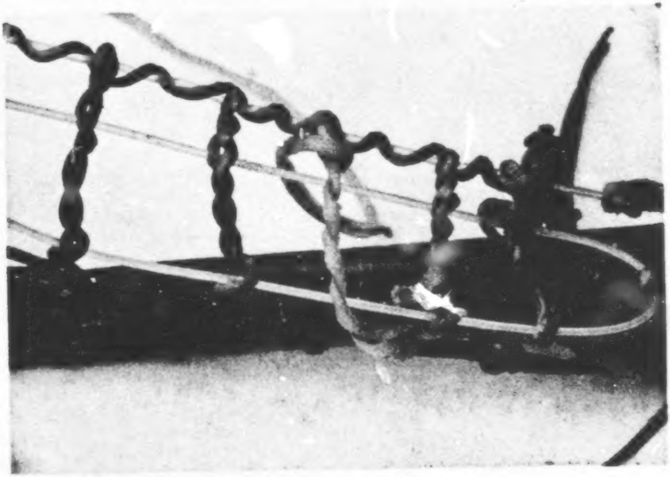


To *replace the long leather thongs* in the basket, the old thong should be completely removed and discarded, even if there is only one break, for others will soon follow. The new rawhide should be treated with a leather preservative before it is put in the stick. Put one end of the new thong through the hole in the top of the stick from back to front and pull through until the piece hanging in front is 2 inches shorter than the piece hanging in the back. Bring the long end from the back to the front on the inside (between the two holes being used) and wrap it around the other end, going in front and then behind. Then pull tight. This second end should now be brought through the other hole from back to front and through the loop formed by the material. Pull tight and then weave both ends down through the basket.





To *replace an upright* in the guard, the broken material will have to be removed back to the bases of the uprights on either side. Anchor the new material on the bottom of the previous upright and weave through the basket. Continue up the outside of the guard, leaving some slack. Wrap the material around the top string of the guard, then around itself once. Go behind the middle guard string and wrap the material around itself twice more. Go behind the bottom guard string and around the section of material that goes up the outside of the guard. Weave through the basket and tie the material off on the base of the next upright. This technique may be repeated for several uprights, even for the entire guard, anchoring at the beginning and end only. Be careful to leave some slack as the material will shrink slightly as it dries.



The *three lead strings* in the guard may be replaced with either hardhide or perlon. Tie a knot in one end of the material. Put it through, from inside to outside, the hole in the wood at the top of the stick. This is the upper hole in the small angle. Continue down through the center hole in the uprights and go back up through the bottom hole. Go from bottom to top through the hole at the tip of the wood. Continue down through the top hole of the uprights and wrap around the other piece of material that forms the top of the practice running, throwing, catching, picking up, pivoting and dodging.

B. Goalkeeper starts on *crease line* in a ready position, on balls of feet, one foot slightly in front of the other, and constantly moving (rocking motion). On whistle, with quick, little steps, slide right; on second whistle, left. Move in semicircle on crease line.

C. Move back into the crease, have attack player run back and forth across the mouth of the goal. Goalkeeper moves in a semicircle from goalpost to goalpost, concentrating on the ball in the crosse.

II. *Drills*

A. Two Lines of Defense

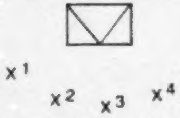
1. Two goalkeepers, facing one another, with one ball. Toss ball to one another varying the levels. Catch and return immediately. As you catch, make sure you have two lines of defense: first, stick; second, body. Catch ball well out in front of your body and keep your feet moving constantly.
2. Same as one, but using two balls.
3. Same formation as 1, but adding a dodge. #1 throws to #2. #2 catches the ball on the move, dodging #1, pivots and throws to #1. #1 catches the ball and repeats the drill.
4. Toss the ball at varying levels at wall and work on the TWO LINES OF DEFENSE.

B. Ground Shots

1. Two goalkeepers. #1 tosses to #2 at ground level. #2 must move to meet the ball before it hits the ground. Both continue running toward one another, dodge, run by, pivot and repeat. Move behind, then into shot to take it before it hits the ground.

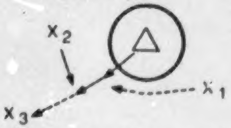
C. Reacting to Close Shots and Positioning

1. Three or more players in a semicircle around the goal with ten balls, #1 hand tosses each ball in turn as quickly as possible. Then #2, etc.

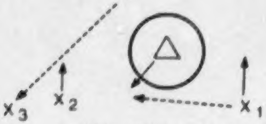


2. Alternate tosses: #1 tosses 1 ball, then #2 tosses 1 ball, and so on, then repeat. Goalkeeper reacts, drops the caught ball and positions for the next toss quickly.

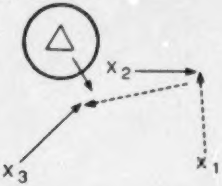
2. Variation to #1. #2 chases goalkeeper who must clear to #3 and return to goal.



3. #1 and #2 coming down field. #1 passes a lead pass to #2. Goalkeeper intercepts. After success, add #3 as a clear.



4. #1 passes to #2. #2 passes to #3. Goalkeeper intercepts pass to #3. Practice both sides. Add #1 chases as goalkeeper clears or forces goalkeeper to dodge #1 before she can clear.

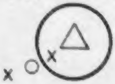


B. Stick Checking

1. #1 passes to #2 who cuts across goal. Goalkeeper moves out and checks just as player receives the ball. Must not hesitate and must practice checking just as the ball enters opponent's stick. Timing is difficult and must be practiced. Practice standing behind player who tosses ball into air. Check as the catch is made. Practice stationary and then on the move.

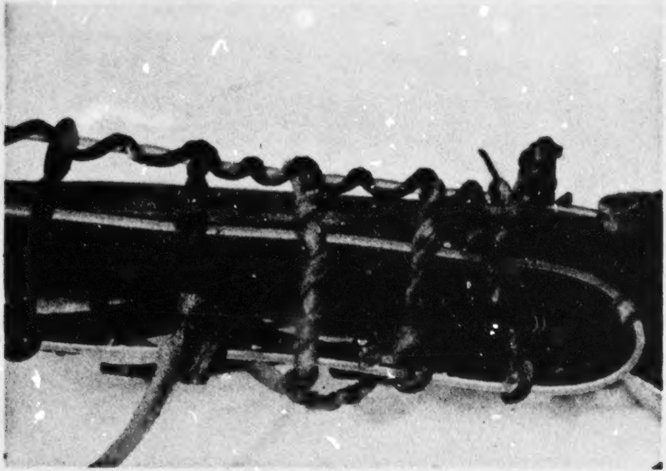
C. Double Team

1. Defense wing forces player coming around goal toward crease. Goalkeeper moves out to double team before attack has an angle to shoot at goal.



guard. Attach short leather thongs at the top string and at the bend of the bottom two strings.

If sticks are treated properly when new, and repairs are made as they are needed, a lacrosse stick should give its owner many years of good service. It is well worth the time and the effort, for a good lacrosse stick contributes greatly to the development of a high degree of skill and thus a greater enjoyment of the game.



"Approved"

JENEPHER P. SHILLINGFORD

Jen Shillingford received her B.S. degree from Ursinus College, Collegeville, Pennsylvania, and her M.S. degree from Temple University, Philadelphia, Pennsylvania. She has served as chairman of the Sanction/Approval Committee of the USWLA for the past three years. She is co-director of the Philadelphia Lacrosse Camp and Associate Director of the Merestead Hockey and Lacrosse Camps. She was an instructor of physical education at Immaculata College where she also served as business coordinator for the Immaculata basketball team. Currently she is an instructor of physical education at Bryn Mawr College.

On September 20, 1975, the Executive Committee of the USWLA voted the right to "approve or disapprove" women's lacrosse equipment to the Sanction/Approval Committee. In doing so, it established the control of women's lacrosse equipment within the women's national organization. Previous controls, where present, had been exercised by a combination of the manufacturing firms' sales, a "legal/illegal" statement by the Committee, and general comment by the USWLA members. Two problems have persisted: (1) Many manufacturers produce only men's equipment, some of which was found to be unsuitable to the women's game and (2) some equipment manufactured specifically for the women's game lacked durability. It is with these two perplexities that the Sanction/Approval Committee has wrestled.

In the past ten years, lacrosse has grown phenomenally. The women's game, originally centered in Philadelphia, has grown from a sport played by a few teams in the suburbs of a small number of eastern cities to a well-known sport played in many parts of the country. The men's game, centered in Baltimore, has also experienced outstanding growth.

In women's lacrosse, the growth of the sport has made it difficult to cope with such problems as sufficient and well-trained coaches, basic education, strong as well as good equipment and sufficient umpires of high standard. The Sanction/Approval Committee has tried to work in the area of equipment control and development during this period of growth. The Committee has had the challenge of determining whether or not equipment is legal or illegal and, occasionally, whether or not it is appropriate. It will now be able to ban equipment should it not receive approval from the USWLA.

Two major influences have been felt by the women's game. The first, to which I have already alluded, is the men's game of lacrosse and the second is the game of basketball. The latter influence is especially felt by those hundreds of women who move from the season of basketball into the season of lacrosse establishing normal and consistent comparisons of the games. Whether or not you agree with this relationship is not significant, but it is imperative for all of us who are involved to recognize the influence.

The influence of the men's game of lacrosse has been felt very deeply in the south where the game is centered. Men's and women's lacrosse are each enjoyed in its own fashion, but they are very different games with different skills and, in many cases, offering needs for very different equipment. Although the games use the same goals, balls, and have a similar outward appearance and nomenclature, major differences are quite evident. The following chart has been prepared to isolate and to illustrate some of these differences:

	Men's Lacrosse	Women's Lacrosse
Rules	Body contact allowed	Body contact not allowed
Equipment		
Sticks	Continuous molded head legal	Continuous molded head illegal – No metal – Guard on left side of stick required
	No maximum length	Maximum length – 4 feet
	No maximum weight	Maximum weight – 20 ounces
	No minimum/maximum width	Maximum width – 9 inches
Pads	Hip, shoulder, helmet	None, except for goalkeeper
Gloves	Allowed for all players	Allowed only for goalkeeper and without excessive padding
Boundaries	Outside field dimensions	No specific boundaries – Goals are 100 yards apart!
Skills		
Body checking	With contact	Without contact
Stick checking	Few restrictions	No uncontrolled downward or upward stick checks
Shot on goal	No restrictions on speed of shot	No hard or uncontrolled shots allowed at goalkeeper
Throw	Hands fairly close together on many throws Sling or sidearm throw often used	Hands at either end of handle – Overarm and underarm passing emphasized

These are but a few of the basic differences in the two games. While both games demand fitness and aggressiveness, the women's game tends to emphasize a skilled passed game while the men's game emphasizes a strong hard checking and throwing game. Both games are enjoyed by their players, but the point being made here is that they are *different.*

Different games require different equipment. The major manufacturers who have dealt solely with women's equipment are aware of these differences as are some manufacturers of men's equipment. Some manufacturers, however, are unaware of the differences or do not care about them. One of the functions of the Sanction/Approval Committee has been an effort to educate manufacturers in the game for which they are constructing equipment. The influence of men's equipment and basketball tactics have long been a factor in women's lacrosse. At the present time, the effect of "equality for women," Title IX, and its implications and other sociological changes have forced organizational changes. All have had their effect on the game, but the production of men's equipment has had a monumental effect on women's equipment.

The Sanction/Approval Committee in its initial stages consisted of one or two individuals who coped with the problems of illegal equipment. As the Committee's growth parallelled the enlargement of the game, changes in concept seemed inevitable. The Committee as of September 1975 will now include a representative from each district who will be appointed by the president of the USWLA, pending Executive Board approval. Along with the testing of equipment for manufacturers, the formulation of specifications for manufacturers, and the indication of legal or illegal equipment, the Sanction Approval Committee will now ask manufacturers to present their equipment for approval. Should the Committee approve the equipment, it will issue a statement to that effect and offer a decal for all approved equipment. Equipment that does not meet standards or specifications and is therefore without the stamp of approval of the USWLA, may be withdrawn by an umpire from use in a game.

As important as this change in concept and charge appears to be, it is equally significant to remember that the change to men's equipment by some teams in the southern area of the country was brought about because of excessive breakage in women's equipment. It is therefore important to recognize the expertise of many manufacturers who have produced equipment for either or both games for many years. While the mother organization has the power of determining which equipment is legal or illegal as well as approved or disapproved, the USWLA must also offer flexibility to manufacturers to experiment with good products that do not lower the skill level of women's lacrosse and that meet safety requirements. The Committee with the aid of manufacturer's specifications and equipment standards, will look for durable, legal and safe equipment that will assist players in retaining high levels of stickwork skill. It will do so with the utmost cooperation with manufacturers desiring our assistance and comments. Working together, the Committee and the manufacturers should be able to establish the very finest playing equipment for women.

Umpires Do Have To Be Dedicated in the United Kingdom

PAMELA R. JOHNSON

Pamela Johnson is a graduate of Nonington College of Physical Education in England. She is a member of the All England Rules and Umpiring Committee, is an All England Examiner, is an A Center and A Goal Umpire, chairman of North Coaching and Development and North Umpiring secretary. At the present time, she is head of department at the Bolton School (Girls' Division).

Our system stands or falls by the statement of the title of this article, for umpires are not paid here in the United Kingdom. It is possible to claim traveling expenses for some matches, but unless we have had to travel vast distances, we very seldom do.

The method of rating umpires in the United Kingdom is very different from that practiced in the United States. In the light of the above information, you will easily see why.

In order to gain a J (Junior) Goal or Center umpire qualification, the schoolgirl candidate needs to have successfully umpired three full-length school matches watched by members of staff of both participating schools.

A B Goal or Center umpire can be tested at club, county or college level. Here, she has to have successfully umpired two full-length matches and had her scorecard signed by the captains of both teams. For her third and final match, she is watched by an All England Women's Lacrosse Association Examiner. After this match, she is questioned on the rules in general and how she dealt with particular instances within that game. She is then informed of her success or failure.

Most candidates are sufficiently happy with this level of umpiring and do not pursue the ultimate – an A umpire qualification. Those who do have usually needed some persuasion from Territorial Umpiring Secretaries, who because of their involvement with the game, have some previous knowledge of the proposed candidate's umpiring ability.

An A test is usually composed of one full-length Territorial match at which the candidate is watched carefully and critically by an All England Examiner who again asks questions after the match.

The successful candidate's name is placed on the A Umpires' Panel amid much rejoicing, for she is now eligible to umpire at international level and she may be invited to do so by the All England Rules and Umpiring Committee.

As A umpires become less active, they usually wisely ask to be removed from the list, especially as center umpires.

This season, for the first time, all new umpires will accumulate points for their territories. The territory that acquires the most points will be awarded a silver salver to be held by that territory for the next 12 months. Naturally, I am hoping that the North will win it.

Lacrosse Umpiring

USWLA Umpiring Committee
Adele Boyd, Past Chairperson
Plymouth Meeting, PA 19462

1. Method for officiating with two umpires
   A. Basic methods employed
      1. In the two-umpire system, officials *do not* run along an imaginary sideline.
      2. Each official is responsible for her half of the field to her right from approximately the 50-yard line to the end of the field. (This is not a diagonal division as in hockey.)
      3. The official anticipates the play and moves with the ball across the field as well as up and down.
      4. As play approaches the crease, the official must position herself to judge all crease fouls. This necessitates her being positioned properly within at least 10-yards of the goal crease.
      5. The whistle is used to indicate a stoppage of the game or to indicate a goal. The words "ready-draw" or "play" will be used to resume play and to start the clock if necessary.
      6. An umpire can position properly for goal crease violations from either side of the crease. She should err by being closer to the crease rather than by being closer to the ball. It is sometimes desirable to cross over behind the crease to follow play.

   B. Positioning for umpires
      Figure 1. Positioning for two umpires
      Figure 2. Examples of crease positioning
      Figure 3. Path of crease official in front of goal.

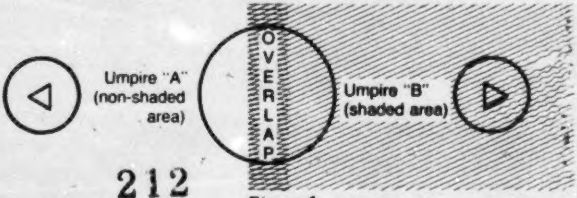
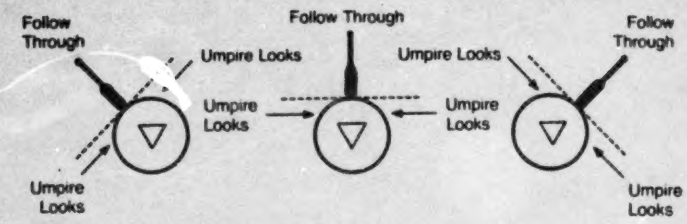


Figure 1.

Examples of Crease Positioning


Follow Through
Umpire Looks
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Follow Through
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Figure 2.

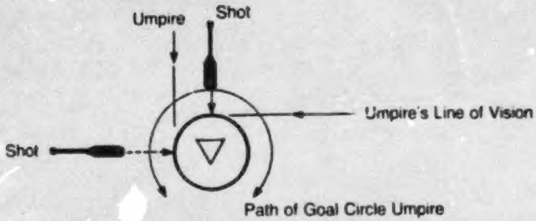
Umpire
Shot
Umpire's Line of Vision
Shot
Path of Goal Circle Umpire

Figure 3.

Note: When three umpires are used, the goal umpire is freer to go behind goal, but basic positioning in relation to the shooter is as in the two-umpire system.

II. Method for officiating with three umpires
  A. Center umpire
    1. Is in charge of the game and enforces rules; her decisions are final and without appeal.
    2. Sees that ground, ball, crosses, goals, and apparel are in accordance with rules.
    3. Sees that time is kept and score recorded.
    4. Administers all center draws.
    5. Makes decisions on dangerous shots.
    6. Gives final decision for goals, that is, blows whistle.
    7. Arranges that the goal umpires call field fouls and make boundary decisions in a clearly defined area around goal (does not often happen and is not advisable).

8. Maintains good control of the game by staying close to play when necessary. If a lone player is in control of the ball, it may not be necessary for the center umpire to be quite so close to play.
9. Anticipates play and adjusts to game situations, thus allowing herself to move anywhere on the field with good vision of all play.

B. Goal umpire

1. Remains at one goal for the entire match. Her sole responsibility is the goal circle.
2. Raises her flag to indicate the ball entering the goal without infringement of the rules and blows her whistle for any crease violations.
3. Calls certain field fouls, awards penalties, or makes boundary decisions in a clearly defined area around the goals by prearrangement of center umpire (see no. 7 above).
4. Attempts to be at right angles to the crosse of the shooter to make sure that there is no crossover before, during or after the shot. She must watch the shooter's feet, body, clothing and stick carefully.
5. Checks to see that the goalkeeper does not step out and then reenter the goal circle when she has the ball.
6. Indicates to the center umpire whether the attack or defense fouled and the nature of the foul if necessary (for example, "attack crossover"). Then the center umpire takes over and administers the penalty.

III. Techniques involved in specific situations

A. Advantage rule

1. Any umpire need not enforce a rule when this would penalize the nonoffending team. She should indicate that she has seen the foul by saying, "Play on."
2. Holding the whistle. In general, the lower the standard of play, the less the whistle is held. The less experienced the official the less able she is to anticipate play and hold the whistle.
3. Double advantage should not be given: that is, if you hold the whistle and make an error in judgment, you do not then give a free position.
4. It is sometimes necessary to call a foul, give advantage by player placement, and call attention to rough play.

B. Checking
   1. Checking over the head and shoulders is legal if not dangerous or rough. It is also legal to check a stick that has been drawn back prior to a throw.
   2. The moment the ball *enters* the crosse (not necessarily controlled), a stick check can be executed.

C. Backing in, shouldering in, and guarding the crosse with a raised elbow should be strictly called. Holding the stick in one hand is not illegal unless the free hand is used to ward off an opponent.

D. Dangerous or uncontrolled shots for goal should be called whether or not they enter the goal or hit the goalkeeper.

E. All players should adhere to the specific rules on attire and equipment. (See article by Jen Shillingford on equipment standards.)

F. Administering a throw
   1. The umpire should make certain that both players adhere to *all* of the rules concerning the throw.
   2. The umpire should then stand with her back to the center of play between 4 and 8 meters from the players.
   3. On the word "play," she should throw the ball into the air with a short high throw so that the players take the ball as they move toward the game.

Techniques for Umpiring a Lacrosse Game with Two Umpires*

SUE McKINNY

Sue Honeysett McKinny is a graduate of Ursinus College, Collegeville, Pennsylvania. She is a former U.S. and Touring Team captain, a National umpire, past member of the National Umpiring Committee, consultant to the 1976 Umpiring Committee and has currently served as treasurer of the USWLA.

The basic principle: The umpire is always near the ball in her half of the field. As a general guideline, an umpire can consider herself near the ball if she is within 10 to 15 meters of it. While being within this distance may not be physically possible at all times because of her goal circle responsibilities, the umpire should, nevertheless, make every effort to be close to the ball.

Field responsibilities: The two umpires divide the field in half by simply extending the center line across the width of the playing area. Each umpire is then solely responsible for the play in her half of the field, including both side boundaries. However, if the two umpires agree, a "gray area" of about 5 meters may be used as the dividing line. This allows both umpires to make calls as the ball crosses the middle of the field. Usually the umpire having the best view of the play at the moment makes the call. Either method of dividing the field along its width is effective. The umpires may choose the one that suits them best (see Figure 1).

Positioning for the draw: The draw to start the game and the second half may be taken by either umpire. All draws following goals are taken by the umpire in whose half the goal was *not* scored. As before, the umpire taking the draw administers it from her own half of the field. After placing the ball between the sticks, she moves away from the players drawing and toward the right attack-left defense positions. She is then prepared, after she says the words "ready, draw," to move in the direction of the ball. Note that a whistle is *not* used to begin any draw (refer to THE DRAW in the *International Rules* and the *Official Lacrosse Rules for Schoolgirls 1976*, pages 10 and 11).

The umpire not taking the draw places herself in her half of the field somewhere between the traditional second and third home

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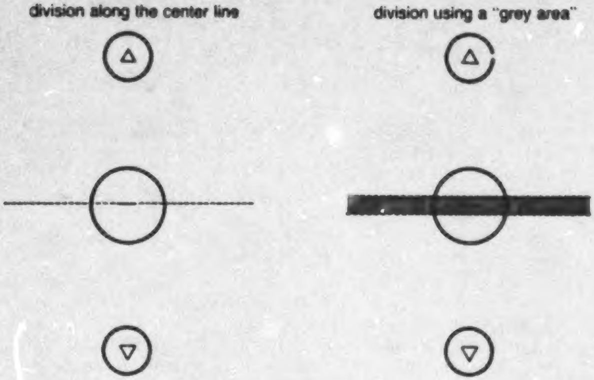
*This technique has been recommended for use in 1976 by the USWLA.

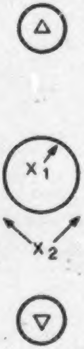


division along the center line

division using a "grey area"

Figure 1.

positions. From here she can easily move to either side of the field. When the ball is continually drawn in the same direction, the umpire not taking the draw would, quite naturally, move to that area before the draw is taken (see Figure 2).



X administers the draw then moves toward the right attack — left defense positions.

X positions herself between second and third homes, ready to move in any direction.

Figure 2.

Movement after the draw: Once play has begun, the umpire in whose half of the field the ball is assumes all field and goal circle duties in that half. She moves across as well as up and down the field; she moves behind as well as in front of the goal. When the ball leaves the goal area, she follows the play until it reaches the other umpire's half of the field. In short, she has complete freedom to move wherever she wants to move. She should be near the ball, but her positioning must also reflect a flexibility that allows her to adjust to different game strategies as well as to unusual field and weather conditions.

The umpire not involved in the play should wait for the ball close to midfield (about the 40-yard line), ready to move in any direction to pick up play as it comes toward her.

Advantages of this technique over the previous method of dividing the field responsibilities diagonally:

a. The umpire is closer to the play and thus better able to see fouls and to make boundary decisions.

b. The umpire no longer must come way upfield to call the side boundary beyond the center line division. This has a number of beneficial effects. It allows the umpire to be closer to goal circle, the most crucial and difficult area of the field to call. It saves the umpire from having to run long distances since she need come upfield only about as far as the 40-yard line. And lastly, because she is not pulled so far from the goal shooting area, the umpire is less likely to be beaten to her goal circle positioning by the highly skilled, fast passing team.

c. The umpire sees more of the play coming toward as well as away from her rather than from a side view. This permits fouls involving body contact, rough checking, and guarding the crosse with the arm to be more easily observed.

d. This method is a natural lead-in to the system using three umpires.

Lacrosse Bibliography

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Lacrosse Scorebook. Cran Barry, Inc., Marblehead, MA 01945.

Magazines

Crosse Checks. A yearly publication of the United States Women's Lacrosse Association. Contains news and information useful to players and instructors. Free to active, associate and allied members. Copies may be purchased from the Second Vice-President of the USWLA. Anyone interested in submitting articles and/or pictures for possible publication, should submit same to the Second Vice-President by January.

*Lacrosse.** Published by the All-England Ladies' Lacrosse Association. Published serveral times a year between October and April. Articles on playing and coaching included. Mostly a report of games played and planned.

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*These English publications may be obtained through Gertrude Hooper, 242 Highland St., Milton, MA 02186.

Lacrosse Visual Aids

USWLA Teaching Aids

The official publications of the USWLA include literature and bulletin board material for teachers and players. The TM packet (TM 1-22 and TM-1-1967 – TM-9-1970) is available at $3.75 through the USWLA Technical Material Distribution Chairman (Susan W. Noble, Trinity House Camp, Atkinson, NH 03811. For new series issued after December 1970, please add 25 cents for each year.

TM-1	*Techniques.* 11 x 17 in. Pictures of elementary techniques with explanations. 15 cents.
TM-2	*Game Situations.* 11 x 17 in. Pictures of close marking by defense, clear by goalkeeper, fouls, with explanations. 15 cents.
TM-3	*The Lacrosse Field and Positions.* 5 cents.
TM-4	*Parts of the Stick and Repair.* 5 cents.
TM-5	*Coaching Notes.* Outline for teachers. Coaching points, teaching practices, common faults – 13 techniques, pocket size. 25 cents.
TM-7	*Demonstration of Lacrosse.* Directions for staging indoor or outdoor demonstration of the game; commentary. 5 cents.
TM-8	*How To Construct Homemade Portable Goals.* Revised 1970. 5 cents.
TM-9	*Hints to Coaches.* Coaching and umpiring for safe lacrosse. 5 cents.
TM-10	*Dodging and Body Checking.* 11 x 17 in. Coaching practices, game situations, illustrated, with explanations. 15 cents.
TM-11	*Overarm Pass.* 11 x 17 in. Pictures of the overarm pass with explanations. 15 cents.
TM-12	*Footwork and Body Control.* 11 x 17 in. The effect of good or poor footwork and body control upon lacrosse stickwork; illustrations with explanations. 15 cents.
TM-13	*About Lacrosse.* Pocket-size leaflet. Brief history and rules of women's lacrosse followed by values of the game and equipment needed to start a program in school or college. 15 cents.
TM-14	*For Controlled Lacrosse.* 11 x 17 in. Illustrations show what happens when hands are slipped down the stick. 15 cents.
TM-15	*Game Situations.* 11 x 17 in. Pictures with comments show attack and defense play. 15 cents.

TM-16 *Goalkeeping.* 11 x 17 in. Pictures with explanations show technique necessary for goalkeepers. 15 cents.

TM-17 *Playing Attack Wing.* 11 x 17 in. Illustrations and explanation of attack wing play emphasizing positioning and variety of shots necessary. 15 cents.

TM-18 *Crosse Checking.* 11 x 17 in. The skill of crosse checking and the fouls that may occur when checking is not properly executed. 15 cents.

TM-19 *Defense Interchange.* 11 x 17 in. Pictures and diagrams of interchange, with explanations. 15 cents.

TM-20 *Umpiring.* 11 x 17 in. Diagrams with comments on field and goal umpiring. 15 cents.

TM-21 *Lacrosse in Action.* 11 x 17 in. Action pictures of the 1964 U.S. Touring Team vs. England. 15 cents.

TM-22 *Set of Five Lacrosse Cartoons.* 8½ x 11 in. 25 cents.

TM-1-1967 *Holding The Crosse and Cradling.* Pictures and comments. 15 cents.

TM-2-1967 *The Draw.* 8½ x 11 in. Pictures and comments. 15 cents.

TM-3-1967 *Picking Up.* 8½ x 11. 15 cents.

TM-4-1967 *Shooting.* 8½ x 11 in. Low bounce and high soft shots. 15 cents.

TM-5-1967 *Movement in Lacrosse.* 8½ x 11 in. Action photos. 15 cents.

TM-6-1968 *Marking.* 8½ x 11 in. Drawings and comments on defense play. 15 cents.

TM-7-1968 *Underarm Pass.* 8½ x 11 in. Execution of this pass in drawings, with comments. 15 cents.

TM-8-1968 *Shoes.* 8½ x 11 in. Types to be worn for lacrosse. 15 cents.

TM-9-1970 *Body Checking, Crosse Checking, High Shot at Goal.* 11 x 14 in. A set of three drawings illustrating all three situations, controlled and uncontrolled. 25 cents.

TM-10-1972 *Match Warm-ups: The Attack Player; The Defense Player; Goalkeeper.* 8½ x 11 in. A set of three specific warm-ups for match play. 25 cents.

TM-11-1973 *Equipment Basic to Play.* 8½ x 11 in. A set of two drawings and comments describing equipment needed to play lacrosse. 25 cents.

TM-12-1973 *Illegal Equipment.* 8½ 11 in. A set of drawings depicting kinds of equipment not permitted in women's lacrosse. 25 cents.

Films

Lacrosse Film Loops. 1961. 8mm and 16mm, si. (Approved by the AELLA.) Series of 9 loops with notes, 16mm, $13.50; 8mm, $10.25 (including sea mail). Available from Guy Butler, "Harbledown," Little Hadham, Hertfordshire, England. Film covers grip, cradle, picking-up, overarm and underarm throw, low and high catch, dodging, body checking, goalkeeping, and overarm and underarm shot.

Lacrosse, Lacrosse. 16mm, 18 min., sd., color. Sale $300, rent – allied member $10 one day, $5 for each additional day; non-allied member $15 one day, $5 for each additional day. Available through Association Sterling Films, 600 Grand Ave., Ridgefield, NJ 07657. The United States Women's Lacrosse Association is proud to announce the availability of a new film which is a unique expression of the beauty of the game in motion and words with a delightful musical background. Viewers will see many aspects of the game, including on and off the field experiences while listening to players' answers to the question: "Why lacrosse?"

Let's Play Lacrosse. 1968. 16mm, 23 min., sd., color. Produced by the USWLA. Sale $300, rent – allied member $10 one day, $5 for each additional day; non-allied member $15 one day, $5 for each additional day. Available through Association Sterling Films, 600 Grand Ave., Ridgefield, NJ 07657. Twelve minutes of skills demonstrated by members of the U.S. Lacrosse Team: the grip, cradle, pivot, pick-up, catch, pass, and dodge as well as body checking, shooting, and goalkeeping, both in slow motion and at regular speed. Eleven minutes of game sequences between the 1967 Touring Team from Great Britain and Ireland and the top U.S. players showing: cutting, marking, quick passing, body checking, intercepting, shooting, and goalkeeping.

For information about the USWLA Film Service, contact Dorothy Hayden, 1422 Tunbridge Rd., Apt. 10, Lynchburg, VA 24501. Place your request for films at least three weeks in advance; list alternate dates. Postage and insurance are not included in rental fees.

EQUIPMENT AND EXTENSION SERVICES

Used Equipment Committee

Do you have lacrosse equipment you are not using? Are you planning to purchase new equipment? The committee may be of service. Would you be willing to donate used equipment? Such equipment could assist schools, colleges and districts in starting lacrosse; even a few sticks in disrepair would help because the committee has a waiting list. For donations or information on equipment, write to USWLA Equipment Chairman, Agnes Stegmuller, 30 Lamont Avenue, Glenolden, PA 19142.

Loan Equipment Kits

Lacrosse Loan Kits are placed at the disposal of the USWLA each year. A kit includes 24 lacrosse sticks, 24 balls, and 2 goal nets. Schools wishing to be considered for receiving a Loan Kit should write to the USWLA Equipment Chairman for a questionnaire, which must be returned by November 1 to be considered for the next spring.

Extension

If you wish coaches, clinics, or an exhibition game, write to the USWLA Extension Chairman, Sue Schooley, 36 N. Cove Road, Merchantville, NJ 08109. Please indicate the name of your organization, the type of service you wish, dates, numbers involved, and the name, address and phone number of the person in charge.

Standards and Procedures for Rating of Officials

The National Umpiring Committee

This committee shall consist of the following:

Umpiring chairperson (a two-year appointment by the USWLA president) must be a National umpire.

Six members-at-large (a two-year appointment, three members at a time in alternate years; appointed by the umpiring chairperson and approved by the USWLA president) must be a National umpire.

One representative from each district (a one-year appointment chosen by the district and approved by the USWLA president) need not be a National umpire.

Additional appointments may be made by the USWLA president when deemed necessary.

Chairperson of the Rules Committee serves as consultant.

Duties

1. Establish standards and procedures for officiating the rules of the game with consideration to all levels of play.
2. Establish standards and procedures for rating umpires.
3. Prepare written examination for circulation by March 1.
4. Establish examination and umpiring fees.
5. Judge candidates for National rating at the national tournament.
6. Conduct clinics for new officials.
7. Officiate games at the national tournament.
8. Aid new areas in rating officials.
9. Assist Rules Committee in evaluation of Lacrosse Rules.

If you need officials, or wish information on rating clinics and examinations, write directly to the USWLA Umpiring Chairman:

DOROTHY HAYDEN
Lynchburg College
Memorial Gymnasium
Lynchburg, VA 24501

District and/or Local Umpiring Committee

This committee shall consist of a chairperson, who should have a National rating, and three to five members. One-third of the committee should be National or District officials.

1. Duties: Chairperson
   a. Keep a record of all officials rated by her association.
   b. Request certificates and emblems for a new or rerated official from the National Umpiring Chairman by national tournament of each year.

c. Send $3.00 for each written examination administered to the USWLA treasurer by national tournament of each year. A list of names should be included.
d. Submit a complete report of names, addresses, and telephone numbers of all officials from her association. Include the rating earned and the date of expiration. This report is due May 20 of each year.
e. Submit the names of those officials who will be able to officiate at the national tournament to the National Umpiring Chairman by May 20 of each year. This may be included in the report described in (d) above.
f. Be knowledgeable of the rules, interpretations and officiating techniques as described by the National Committee.

2. Duties: Committee
   a. Administer the written examination.
   b. Assist in judging officials during practical examination.
   c. Assist at clinics for new rules.
   d. Be knowledgeable of the rules, interpretations and officiating techniques as described by the National Committee.

Examinations and Fees

Written and practical examinations shall be given to each candidate. All rated umpires must take the written examination yearly. A national fee of $3.00 shall be collected for each written examination administered. (An additional amount, according to local ruling, shall be collected from each candidate and be retained by the local association).

Classification of Umpires

National Honorary – New awards discoontinued. Present National Honorary Umpires must umpire two games every three years at national tournament to remain active; otherwise the umpire will be listed as inactive.

National Umpire
Theoretical exam – 92 percent or above
Must have held District rating for two years
Practical – Approval of at least three National judges at national tournament
Rating issued for three years

District
Theoretical exam – 90 percent or above
Must have held Local rating at least one year
Practical – Approval of one National and two District judges
Rating issued for two years

Local

Theoretical exam – 85 percent or above

Practical – Approval of one National or one District and two Local judges

Rating issued for two years (in special cases, one year)

Intramural

All criteria set by local board with approval of National Umpiring Chairperson.

Suggested Umpiring Fees

The following suggested minimum fees include traveling expenses. In cases where two Field Umpires are used:

	1 game	2 games
National and District Umpires	$12	$20
Local Umpires	$ 8	$15

If only one rated official is used, she shall receive 1½ times the amount suggested and shall use two unrated goal umpires.

OFFICIAL RULES FOR WOMEN'S LACROSSE

The U.S.W.L.A. Rules Committee has adopted the rules as proposed by the I.F.W.L.A. Rules Committee at its meeting in October, 1975. The shaded areas indicate rewording, rule changes and clarifications. The asterisk denotes wording that differs from the International Lacrosse Rules. The official rules that follow are reprinted with permission.

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1. THE CROSSE

The maximum measurements of the crosse are: length 1.22 m. (4 ft.), width 23 cm. (9 in.), depth 7 cm. (2.75 in.), and weight [illegible] (20 oz.). The stick must approved by the [illegible]

INTERPRETATION

[illegible] When the crosse is held horizontally, no more than [illegible]

*specifications) *NOTE It is recommended that the crosse used be specifically designed for the girls' game.*

2. THE BALL

The ball is rubber, not less than 20 cm. (7.75 in.) nor more than 20.3 cm. (8 in.) in circumference. It must weigh not less than 135 gm. (4.75 oz.) nor more than 149 gm. (5.25 oz.). It must have a bounce of not more than 1.4 m. (4.6 ft.) nor less than 1.3 m. (4.3 ft.) when dropped from 2.5 m. (8.2 ft.) on to concrete at a temperature of approximately 20 degrees centigrade (68°F.).

INTERPRETATION

The ball must be approved by the national governing body. (See manufacturers' specifications)

3. THE PLAYING AREA

The playing area has no measured boundaries. An area of 110 x 60 m. (120 x 70 yd.) is desirable. The goals are 92 m. (100 yd.) apart measured from goal line to goal line. There is a circle radius 9 m. (10 yd.) in the center of the field and through the center of this is a line 3 m. (3.3 yd.) in length, parallel to the goal lines. The boundaries must be decided before the match by the captain and the umpires; see rule 6b. The lines marking the center and goal circles are part of these areas.

*NOTE Spectators should be kept well back from the designated boundaries and allowed no closer than 13.5 m. (15 yd.) from the goal circle.

INTERPRETATION

For representative matches the playing area stated is essential, which includes a distance of 9 m. (10 yd.) behind each goal line.

4. THE GOALS

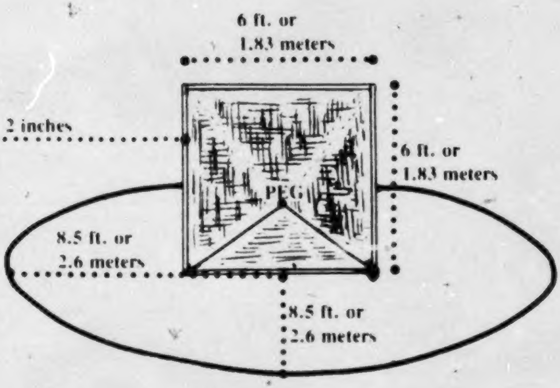
Each goal consists of two perpendicular posts, 1.83 m. (6 ft.) high and 1.83 m. (6 ft.) apart, joined at the top by a cross-bar 1.83 m. (6 ft.) from the ground (inside measurement). The goal posts must not extend upwards beyond the cross-bar, nor the cross-bar sideways beyond the goal posts. The posts and cross-bar must be painted white and be 5 cm. (2 in.) square. A line called the goal line must be drawn between the two posts, continuous with them and of the same width. The netting, not more than 4 cm. (1.5 in.) mesh, must be attached to the posts and cross-bar and to a point on the ground 1.83 m. (6 ft.) behind the center of the goal line; it must be firmly pegged down.

INTERPRETATION

Wooden or metal goal posts 5 cm. (2 in.) in diameter are legal. It is recommended that the netting be supported within by a back stay at each end of the cross-bar. Supporting braces should not be placed in such a way that they could prohibit the ball from wholly crossing the goal line and entering the net. (See manufacturers' specifications)

THE GOAL CIRCLE

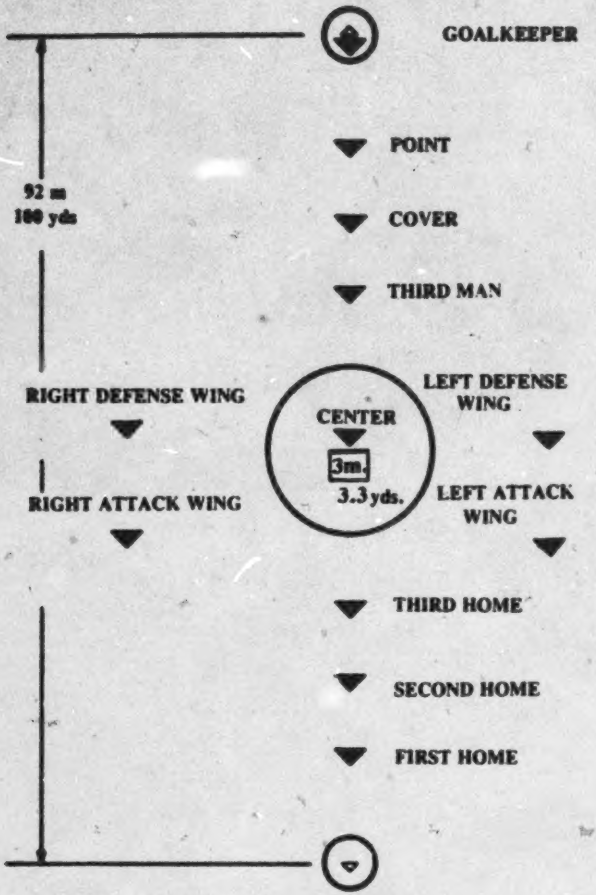
The goal circle is a circle, radius 2.6 m. (8.5 ft.) measured from the center of the goal line.



5. THE TEAMS

Twelve players constitute a full team, one member of which acts as captain. (See diagram showing names of positions. This positioning is not compulsory.)

Rule 5. The Teams


GOALKEEPER
POINT
92 m
100 yds
COVER
THIRD MAN
RIGHT DEFENSE WING
CENTER
LEFT DEFENSE WING
3m.
3.3 yds.
RIGHT ATTACK WING
LEFT ATTACK WING
THIRD HOME
SECOND HOME
FIRST HOME

Lacrosse Field

6. *CAPTAINS AND COACHES

The captains' and coaches' responsibilities are:

a) to toss for choice of ends,
b) to agree on the playing time with the umpire,
c) to agree on the boundaries with the umpire,
d) to be informed of the responsibilities of each umpire (rule 20),
e) to designate umpires if there are no umpires,
f) to indicate a substitute for an injured player,
g) to confer with the umpires if the weather conditions make the continuation of play questionable,
*h) to indicate that her team is ready to play at the beginning of the half.

**INTERPRETATION*

Agreement to shorten halves may be made by the coaches, and in the case of tournament, league or other championships, by the appropriate authorities.

7. FOOTWEAR AND PROTECTIVE CLOTHING

a) Players must wear composition or rubber soled boots or shoes. No spikes are allowed. Plastic, leather or rubber cleats/studs may be worn.
b) No protective clothing other than close fitting gloves is allowed; however, the goalkeeper may wear leg pads, a body pad, a face mask, a protective hat, and close fitting gloves.

INTERPRETATION

The goalkeeper's gloves should not increase the size of her hand by excessive padding, and no webbing is allowed. Players, with the exception of the goalkeeper, are not allowed to wear protective headgear, face masks or padded gloves, or anything that could be dangerous to themselves or to other players. Protective devices necessitated on genuine medical grounds may be used providing that both captains and umpires agree that they do not endanger other players. (See manufacturers' specifications)

8. DURATION OF PLAY

The playing time is 50 minutes (or such time as agreed by the captains). At half time, which may not exceed 10 minutes, the players must change ends. Time out, which may not exceed 5 minutes, is taken for a stoppage that occurs due to accident or injury.

INTERPRETATION

Play should be continuous, but at the discretion of the umpire time out is taken for unusual circumstances, e.g. broken stick, animal on field, lost ball, spectator interference, delay of game. If weather conditions make play dangerous, the umpire is authorized to suspend the game after consultation with the captains. The umpire's decision is final.

**NOTE 1) It is recommended for schoolgirl teams of inexperienced players that the halves be shortened.*

2) The game shall be played in halves and not quarters.

9. SUBSTITUTION

Substitution only takes place when an accident or injury occurs which, IN THE OPINION OF THE UMPIRE, prevents a player from taking further part in the game. After substitution has taken place an injured player may not take any further part in the game. If the player is incapacitated for longer than 5 min. the game is restarted without her. She may only return with the umpire's permission and if no substitute has taken her place.

INTERPRETATION

Since the teams should have equal numbers of players each team must provide substitutes to replace injured players whenever it is possible. However if no substitute is available the opposing team may be asked to withdraw one of its players. This situation should not occur at international level and at other levels policies should be directed by the national governing body.

*NOTE: It is recommended that substitutions for reasons other than injury, be limited to half time for more experienced players. Alternatives to this recommendation may be decided at the start of the season, or by tournament committees.

No player may re-enter during the same half of a game.

10. START OF THE GAME

Each half of the game is started by a draw on the center line. After each goal the game is restarted by a draw from this same line. All other players must be outside the center circle until the draw is completed.

THE DRAW

The opponents each stand with one foot toeing the center line. The crosses are held in the air, above hip level, wood to wood, angle to collar, parallel to the center line and back to back, so that the players' sticks are between the ball and the goal they are defending. The ball is placed between the sticks by the umpire. On the words 'ready, draw' from the umpire, the two opponents must immediately draw their crosses up and away from one another.

The flight of the ball must attain a height higher than the heads of the players taking the draw. After one warning for an illegal draw by one player the opponent is awarded a free position. [redacted]

INTERPRETATION

[redacted]

11. SCORING

The team scoring the greater number of goals is the winner. In the event of the scores being equal, the result is a draw/tie. A goal is scored by the whole ball passing completely over the goal line, between the posts, and under the cross-bar from in front, having been propelled by the crosse of an attacking player, or the crosse or person of a defending player.

A goal is not scored when:

a) the ball is put through the goal by a nonplayer,
b) the ball comes off the person of an attacking player,
c) the ball enters the goal after the whistle has been blown,

- d) the player shooting has followed through over the circle with any part of herself or her crosse, or any other attacking player has entered the circle,
- e) the goalkeeper, while within the circle, is interfered with in any way by an attacking player,
- f) [redacted]

*NOTE [redacted]

12. STAND

The ball is 'dead' when the umpire blows her whistle and no player may move, unless directed by the umpire, until the game has been restarted. The umpire directs any player who moves to return to her original position.

13. OUT OF BOUNDS

When the ball goes out of bounds, the umpire blows her whistle and the players must 'stand'.

- a) When one player is nearest the ball: the nearest player takes the ball in her crosse from the place where the ball went out, stands 4 m. (4.4 yd.) inside the agreed boundary and on the word 'play' the game proceeds.
- b) When two opposing players are equally near the ball, a throw is taken.

INTERPRETATION

a) This is not a free position. Each player concerned maintains her position relative to other players.

For agreed boundaries see rule 6c.

Play must not be resumed within 8 m. (8.8 yd.) of the goal circle.

14. THE THROW

The two players must stand at least 1 m. (1 yd.) apart and each is nearer the goal she is defending. The umpire stands between 4 and 8 m. (4.4 and 8.8 yd.) from the players, and on the word 'play', throws the ball with a short high throw so that the players take it as they move in towards the game. No throw may be taken within 8 m. (8.8 yd.) of the goal circle or 4 m. (4.4 yd.) of the agreed boundary. No player may be within 4 m. (4.4 yd.) of the players taking the throw.

A throw is taken when:

a) the ball goes into the goal off a non-player (rule 11a).
b) the ball goes out of bounds (rule 13b).
c) there is an incident unrelated to the ball and players are equidistant from the ball (rule 15).
d) a ball lodges in clothing or a crosse (rule 16a).
e) two players foul simultaneously (rule 19).
f) the game is restarted after an accident related to the ball unless the accident has been caused by a foul.
g) the game is stopped for any reason not previously mentioned.

INTERPRETATION

a) The throw is taken 8 m. (8.8 yd.) from the goal circle to the side of the goal, by the two opponents nearest to this spot.
b) The throw is taken where the incident occurs.

15. ACCIDENT, INTERFERENCE OR ANY OTHER INCIDENT UNRELATED TO THE BALL

If the game has to be stopped due to any circumstances unrelated to the ball at the time the whistle is blown, the game must be restarted by the ball being given to the player who is in possession, or nearest to it, at the time play is stopped. If two players are equidistant from the ball, a throw is taken.

INTERPRETATION

This is not a 'free position'.

16. BALL LODGED IN CLOTHING OR CROSSE

When the ball lodges

a) in the clothing of the player, a throw is taken.
b) in the crosse, the crosse must be struck on the ground and the ball dislodged immediately, otherwise a throw is taken where the player caught the ball.

c) in the goal netting or in the clothing or pads of the goalkeeper while she is within the goal circle, she removes the ball, places it in her crosse and proceeds with the game.

17. DEFENDING WITHIN THE GOAL CIRCLE

Only one player, either the goalkeeper or the person deputizing for her, is allowed in the goal circle at any one time. No other player is allowed to enter or have a part of her body or stick over the goal circle at any time.

The goalkeeper or anyone deputizing for her while within the circle:

a) must "clear" at once,
b) may stop the ball with either hand and/or her body, as well as her crosse; if she catches the ball with her hand she must put it in her crosse and proceed with the game,
c) must remove a ball lodged in her clothing or pads, place it in her crosse and proceed with the game,
d) may reach out with her stick and bring the ball into the goal circle provided no part of her body is grounded outside the circle. When outside the circle with the ball, she must not step back into it with the ball.

INTERPRETATION

When the goalkeeper is outside the goal circle she loses her privileges.

a) A player must place the ball in her stick immediately and then have no longer than 10 sec. in which to clear the ball.
b) Any ball resting on the goal circle line is the goalkeeper's.

18. FOULS

FIELD FOULS **A player must not:**

a) roughly or recklessly check/tackle another player's crosse.

INTERPRETATIONS

Movements that may lead to rough play include:

① *slipped or slipping top hand.*
② *large swing with the head of the crosse.*
③ *checking/tackling from behind.*
④ *checking/tackling across the throat and face of a player with or without the ball.*

b) detain an opponent at any time by pressing against her body or stick with an arm, leg, body or crosse.

INTERPRETATION

Body checking is allowed. This is the placing of the body in the way of an approaching opponent, without body contact, so that the latter is simply impeded.

c) check/tackle an opponent's crosse when she is trying to get possession of the ball.

INTERPRETATION

This applies only if the opponent could have received the ball.

d) charge, shoulder or back into an opponent, or push with the hand.

INTERPRETATION

Charging, blocking, backing in or shouldering implies motion towards an opponent with body contact.

e) push an opponent off a ground ball, or guard a ground ball with her foot or crosse.

INTERPRETATION

This does not prohibit stopping a rolling ball by placing the crosse over the ball.

f) guard the crosse with an arm.

INTERPRETATION

This can happen when the elbow is raised sideways, or if one hand is removed from the crosse; the free hand may [illegible] or without

g) trip an opponent.

INTERPRETATION

Either accidentally or intentionally.

h) touch the ball with her hand, except in rules 16c, 17b and 17c.

i) allow any part of her body, deliberately or otherwise, to impede, accelerate or change the direction of the ball [illegible] advantage.

j) propel the ball in a dangerous or uncontrolled manner at any time.

INTERPRETATION

This is most likely to happen when the top hand is slipped. Any ball propelled from close quarters straight at a player must be ruled dangerous.

k) shoot dangerously.

INTERPRETATION

A player is penalized if:

① *the shot is directed at the goalkeeper's head or face unless she moves into the path of the ball,*
② *the shot is uncontrolled even if it misses the goal.*

A shot is possibly uncontrolled and therefore potentially dangerous when:

① *the top hand is slipped,*
② *the action is off balance,*
③ *the ball is batted at the goal,*
④ *the ball is [illegible] at the goal,*
⑤ *the player shoots blindly,*
⑥ *it is a hard rising underarm shot,*
⑦ *the shot is directed with unnecessary force.*

[redacted]

l) throw her crosse in any circumstances.

m) take part in the game if she is not holding her crosse.

n) draw illegally.

INTERPRETATION

[redacted]

INTERPRETATION

[redacted]

*p) intentional delay of game.

[redacted] FOULS

[redacted]

The goalkeeper or her deputy must not:

a) when inside the circle, continue to hold the ball in her crosse, but must pass at once (see rule 17a interpretation),

b) when any part of her is grounded outside the circle draw the ball into her circle,

c) when outside the circle with the ball, step back into the circle until she no longer has the ball.

INTERPRETATION

c) This does not prevent her from propelling the ball into her goal circle, then following it in.

19. PENALTY FOR FOULS

The penalty for a foul is a 'free position'. In the event of two players fouling simultaneously a throw is taken.

FREE POSITION

All players must 'stand'. The umpire indicates where the player taking the free position is to stand, and where the offending player is to stand. No player is allowed within [illegible] of the player taking the free position; [illegible] distance she must move to a position [illegible]. The player awarded the free position then takes the ball in her crosse and on the word 'play' from the umpire the game proceeds, i.e. the player may run, pass or shoot. [illegible] position must not be taken within [illegible] circle except in the case of the goalkeeper, who may be [illegible] goal circle. The free position can be measured in any direction at the discretion of the umpire, according to the [illegible] foul. If the foul prevented an almost certain goal, the umpire can order any player or players from between such free positions and the goal.

INTERPRETATION

The offending player is placed 4 m. (4.4 yd.) from the player taking the free position, in the direction from which she approached before committing the foul.

The goalkeeper's free position is taken from within the goal circle unless she has been fouled when outside the circle.

*SUSPENSIONS

For a flagrant or repeated violation of the rules, a player should be warned and, if necessary, suspended from further participation in the game. A suspended player may not be replaced by a substitute.

20. UMPIRES

a) The center/field umpire.

The duties of the center/field umpire are to enforce the rules, to see that time is kept and that the score is recorded. Her decisions are final and without appeal. The final decision on each goal is given by the center/field umpire. Before the match she must see that the ground, goals, balls, crosses, clothing, including footwear, are in accordance with the rules.

INTERPRETATION

It is advisable to appoint separate timekeepers and scorers in representative matches. Any decision regarding a dangerous shot is solely the responsibility of the center/field umpire.

b) The goal umpires.

There must be one goal umpire at each goal. She stands approximately 4 m. (4.4 yd.) from the goal to umpire the rules concerning the goal circle.

She does not change ends during the match. In the event of the ball entering the goal without infringement of the rules concerning the goal circle (rule 11a-c) the goal umpire raises her flag, until the center umpire whistles to award the goal which she does unless she considers the shot to be dangerous (rule 11f, 18f). If there is any infringement of the rules concerning the goal circle the goal umpire whistles at once to stop the game.

INTERPRETATION

The center/field umpire may overrule any decision made by a goal umpire.

The center/field umpire may also arrange that the goal umpire call field fouls and make boundary decisions in a clearly defined area around the goals.

c) Advantage/held whistle.

No umpire need enforce a rule when this would penalize the non-offending team.

INTERPRETATION

If a player retains possession of the ball even though her crosse has been held the umpire should indicate that she has seen the foul by saying 'play on'.

d) Rough or dangerous play, misconduct or unsportsmanlike behavior.

In addition to awarding a free position, the umpire may also warn the offending player and then may, on further offense, suspend her from participation in the game.

MANUFACTURER'S SPECIFICATIONS

CROSSE

Basic materials:
wood, gut, nylon, plastic, leather, rubber

Length: maximum - 4 feet

Width (outside dimensions): 9 inches – maximum
7 inches – minimum

Weight: maximum - 20 ounces

Notes:

1. A guard of woven material or synthetic material is required on the left hand side of the bridge.
2. Left handed crosses are illegal.
3. Totally molded heads are illegal.

BALL

Basic materials: rubber
Color: solid
Circumference: 7¾ to 8 inches
Weight: 4¾ to 5¼ ounces

Note: Bounce test – to test the bounce the ball should be dropped on the concrete from 8.3' and must bounce from 4.27' to 4.49'. Test temperature should be 20 degrees Centigrade.

GOALS

Basic materials:
wood (preferred)
pipe (acceptable)
Width and height: 6' by 6' inside measurements
Posts: 2 inches wide; white

Notes:

1. Any structure supporting the net between the goal should allow the goalkeeper to move freely in the back part of the goal circle.
2. No supporting braces should be placed in the corners of the goal which would prohibit a score, i.e. ball wholly crossing line.

NETS

Basic materials: cotton, nylon, metal mesh
Size: 1½ inch mesh

Note:

The netting should be attached to the posts and crossbar and to a point no more than 6' behind the center of the goal. The net should be anchored at the base.

UNIFORM

Helmets/facemasks – worn only by goalkeepers or for medical reasons.

Padded gloves – illegal

Goalkeepers glove – close fitting; that would not increase the size of the hand.

2. No webbing
3. No excessive padding on any part of the glove.

Notes:

1. Field hockey glove is legal.
2. Men's lacrosse and ice hockey gloves are illegal.
3. Softball and baseball gloves are illegal.

INTERPRETATIONS

Inquiries on interpretations of rules must include a stamped, self-addressed envelope and should be addressed to:

ANN MORTON
4120 Fountain Green
Lafayette Hill, Pa. 19444

In writing, please include the number and the section of the rule to which your inquiry refers.

QUESTIONS AND ANSWERS ON LACROSSE

1. How may an umpire detect a crosse with an illegal depth (pocket)?

   When the crosse is held horizontally, no more than half of the ball is allowed below the bottom of the wood.

2. Is a crosse with a totally molded head legal?

   No. The crosse must be approved by the national governing body. The USWLA Manufacturer's Specifications require a crosse to have a guard of woven or synthetic material on the left-hand side of the bridge. Totally molded heads are illegal.

3. May a player wear a men's lacrosse glove?

   No. No protective clothing other than a close fitting glove is allowed. The glove is not to increase the size of the hand. A field hockey glove is legal. A men's lacrosse glove, ice hockey glove, softball and baseball gloves are illegal.

4. What protective equipment may a goalkeeper wear?

   The goalkeeper may wear leg pads, a body pad, a face mask, a protective hat and close fitting gloves.

5. What should be the umpire's decision when a player is incapacitated for the remainder of the game and no substitutes are available?

   The opposing team may be asked to withdraw one of its players.

6. If a player is suspended from the game may a substitute enter the game in her place?

   No. Substitution only takes place when an accident or injury occurs.

7. Does the umpire blow her whistle to begin the draw at the start of the game?

   No. The words "ready draw" are called to begin the game and the second half. The whistle is used to stop play, not to begin play.

8. If on a draw, the ball goes straight back at shoulder height, what should the umpire's decision be?

The umpire should warn the players to take the draw by pulling up and away from one another and retake the draw.

9. What should be the umpire's decision if the ball rebounds off her foot into the goal between the goal post?

No goal. Play will be restarted with a throw taken 8 meters (8.8 yards) from the goal circle.

10. The first home shoots for goal. The ball hits the goal post (not the supporting brace) and rebounds onto the field. Has a goal been scored?

No. When the ball rebounds off a goal post the whole ball has not passed completely over the goal line.

10A. May the goalkeeper, when she is in her goal circle, move after the whistle has blown to indicate a foul?

No. No player may move, unless directed by the umpire, until the game is restarted.

11. The point and the first home are chasing an out-of-bounds ball. When the whistle blows the point is one step nearer to the ball than the first home. The ball is awarded to the point. May the first home position herself anywhere she wishes?

No. Each player concerned maintains her position relative to the other players. The first home will remain one step from the point.

12. What is the umpire's decision if a player continues to chase after an out-of-bounds ball after the whistle has been blown?

The umpire must determine where the players were when the whistle was blown and award the ball to the player nearest the ball at that time. If they were equidistant from the ball, a throw is given.

13. May the goalkeeper come out of the goal circle to check an on-coming player?

Yes, but when the goalkeeper is outside the goal circle, she loses her privileges.

13A. May the goalkeeper push into her opponent causing body contact?

No. A player may not push an opponent. If contact is caused by the goalkeeper a free position is awarded to the attack player. If contact is caused by the attack player, a free position is awarded to the goalkeeper. If both players caused the contact, a throw should be given. No free position or throw is to be given within 8 meters (8.8 yards) of the goal circle.

14. When the goalkeeper is in the goal circle, may a defense player reach with her crosse only into the goal circle and pick up the ball?

No. Only one player, either the goalkeeper or the person deputized for her is allowed in the goal circle at any one time. No other player is allowed to enter or have a part of her body or crosse over the goal circle at any time.

15. May an attack player run through the goal circle to field a wide shot?

No. Only one player, either the goalkeeper or the person deputzied for her is allowed in the goal circle at any one time. No other player is allowed to enter or have a part of her body or crosse over the goal circle at any time.

16. May the point reach her crosse over the goal circle to intercept a pass while the goalkeeper is in the goal circle?

No. Only one player, either the goalkeeper or the person deputized for her is allowed in the goal circle at any one time. No other player is allowed to enter or have a part of her body or crosse over the goal circle at any time

17. How long should the umpire allow a player within the goal circle to hold the ball in her crosse while attempting to clear the ball?

She should hold the ball no longer than 10 seconds.

18. Is it legal to reach with the crosse over an opponent's shoulder or head when checking from behind?

Yes, but it is a movement that could lead to rough or reckless checking and should be watched carefully.

19. Is it a foul to kick the ball?

Yes, if the kick is to the advantage of the player's team; otherwise the whistle is held.

20. The second home is about to shoot. The first home and point cross in front of the goal. At that moment the shooting lines are closed by the goalkeeper and point. What is the umpire's decision?

Play continues. The shooting lines are closed because the defending player (point) was drawn into that space by an attacking player (first home). If an attacking player had not drawn the defending player into that space a foul should be considered.

21. Is it illegal to play with only one hand on the crosse?

No. Although it is not illegal to play with only one hand on the crosse, this may lead to rough or reckless play and should be watched carefully.

22. The ball is rolling toward the goal just out of reach of the cover point who throws her crosse in hopes of stopping the ball. The ball deflects off the crosse into the goal between the goal posts. Is the goal allowed?

Yes. Although it is illegal for a player to throw her crosse the umpire need not enforce a rule when this would penalize the nonoffending team.

23. A defense player moves in from the side to pick up a free attack player just as she shoots for goal. The ball hits the defense player. Is this to be interpreted as shooting in a dangerous or uncontrolled manner?

No. The shooting space was clear before the defense player moved into the path of the ball causing the ball to hit her.

24. After a goal a defending player deliberately delays getting the ball back to the center of the field for the draw. What does the umpire do?

This may be considered a foul or misconduct or unsportsmanlike behavior. The umpire should call time out, warn the offending team, the umpire may suspend the player from further participation in the game, and award a free position in the center of the field.

25. When play is near the goal circle and players are preparing to shoot, how near to the goal circle should the umpire be?

An umpire positions herself approximately 4 meters (4.4 yards) from the goal circle to umpire the rules concerning the goal circle.

26. Is the goal umpire responsible for indicating dangerous shots if the ball crosses the goal line between the goal posts from an attack player's crosse?

No. The goal umpire raises her flag until the center umpire whistles to award the goal which the center umpire does unless she considers the shot to be dangerous.

THE RULES OF SEVEN-A + SIDE LACROSSE* 1976

1. The crosse shall not exceed 1.22 meters (4 feet) in length; .23 meters (9 inches) in width and 7cm. (2.75 ins.) in depth. The maximum weight shall be 567 grammes (20 oz.). No metal of any kind shall be allowed on the crosse.
2. The ball shall be rubber; not less than .200 meters (7¾ ins.) nor more than .203 meters (8 ins.) in circumference. It shall weigh not less than 135 grammes (4.75 ozs.) and not more than 149 grammes (5.25 ozs.). It shall be of a very low bounce.
3. The playing area has no measured boundaries. Ideally the area should be 33.528 meters (110 ft.) minimum to 36.576 meters (120 ft.) maximum, by 15.240 meters (50 ft.) minimum to 21.336 meters (70 ft.) maximum. The goals shall be 30 meters (110 ft.) apart. There shall be a circle of 2 meters (6 ft.) radius in the center of the playing area.
4. The goals shall consist of a ring .610 meters (2 ft.) in diameter with a net attached, fixed on a post. The top of the ring must be 2.4 meters (8 ft.) above the ground and the ring inclined at an angle of 45 to the vertical. The netting shall not be more than 4 centimeters (1½ ins.) mesh.
5. Seven players shall constitute a full team, one of whom shall act as captain. (See diagram for positions.)

POSITIONING OF TEAMS

Home Straight Defence

Right Defence Left Defence
Left Attack **Right Attack**

Centre

Centre

Right Attack Left Attack
Left Defence **Right Defence**

Home Straight Defence

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6. The captains' responsibilities are:
    a. to toss for choice of end or first pass.
    b. to agree on the playing time with the umpire.
    c. to agree on the boundaries with the umpire.
    d. to designate umpires if there be no umpire.
    e. to indicate a substitute for an injured player.
    f. to confer with the umpire if conditions make the continuation of play questionable.
7. *Duration of play.* The playing time shall be four 10-minute quarters (or such time as shall be agreed upon by the captains). Players shall change ends between quarters.
8. *Substitution.* Substitution only takes place when an accident or injury occurs which, *in the opinion of the umpire,* prevents a player from taking any further part in the game. After substitution has taken place an injured player may not take any further part in the game. If the player is incapacitated for longer than 5 minutes, the game is restarted without her. She may only return with the umpire's permission and if no substitute has taken her place.
9. *Start of the game.* No part of an opposing player may be grounded inside the circle until the ball has been thrown. The game shall be started by a center player having the ball in the circle and on the word "play" throwing it before she leaves the circle. A goal cannot be scored for a center pass.
10. *Method of scoring.* A goal shall be scored by the ball passing through the ring (goal) from in front and going into the goal net, having been propelled by the crosse of an attacking player or the crosse or person of a defending player. No center may score directly from the center.
11. INCIDENT UNRELATED TO THE BALL
    If the game has to be stopped due to any incident unrelated to the ball at the time the whistle was blown, the game should be restarted by the ball being given to the player who was in possession, or nearest to it, at the time play was stopped. If two players are equidistant from the ball, a throw is taken.
12. STAND
    The ball is "dead" when the umpire blows her whistle and no player may move, unless directed by the umpire, until the game has been restarted. The umpire directs any player who moves to return to her original position.
13. OUT-OF-BOUNDS
    When the ball goes out-of-bounds, the umpire blows her whistle and the player must "stand."
    a. When one player is nearest the ball: the nearest player takes the ball in her crosse from the place where the ball went

out, stands 1 meter inside the agreed boundary and on the word "play" the game proceeds.

b. When two opposing players are equally near the ball: a throw is taken.

14. THE THROW

The two players must stand at least 1 meter (1 yard) apart and each is nearer the goal she is defending. The umpire stands between 4 and 8 meters (4.4 and 8.8 yards) from the players, and on the word "play" throws the ball toward the game with a short high throw so that the players take it as they move in toward the game. No throw may be taken within 4 meters of the goal or 1 meter of the agreed boundary. No player may be within 4 meters of the player taking the throw.

A throw is taken when:

a. rule 13 b, the ball goes out-of-bounds.
b. rule 15, there is an incident unrelated to the ball and players are equidistant from the ball.
c. rule 16 a, a ball lodges in clothing or a crosse.
d. rule 19, two players foul simultaneously.
e. the game is restarted after an accident related to the ball unless the accident has been caused by a foul.
f. the ball goes into the goal off a nonplayer.
g. the game is stopped for any reason not previously mentioned.

15. BALL LODGED IN CLOTHING OR CROSSE

When the ball lodges:

a. in the clothing of the player: a throw is taken.
b. in the crosse: the crosse must be struck on the ground and the ball dislodged immediately, otherwise a throw is taken where the player caught the ball.

16. DEFENDING THE GOAL

A player may not defend the goal by placing herself or her stick in front of the goal, but may intercept a shot while moving across the goal. Should a defending player place herself in front of the goal and intercept a shot while stationary, the umpire will award a *free shot* to the attack, to be taken from the place where the original shot was made. The defending player *will not* be penalized for such an interception if she is closely marking or bodychecking her opponent who is positioned in front of the goal. In the case of a free shot the defense may not make any attempt to intercept.

17. FOULS

A player must not:

a. roughly or recklessly check/tackle another player's crosse.
b. detain an opponent at any time by pressing against her body or stick with an arm, leg, body or crosse.

c. check/tackle an opponent's crosse when she is trying to get possession of the ball.
d. charge, shoulder or back into an opponent, or push with the hand.
e. push an opponent off a ground ball, or guard a ground ball with her foot or crosse.
f. guard the crosse with an arm.
g. trip an opponent.
h. touch the ball with her hand.
i. allow any part of her body, deliberately or otherwise, to impede, accelerate or change the direction of the ball to her own team's advantage.
j. propel the ball in a dangerous or uncontrolled manner at any time.
k. throw her crosse in any circumstances.
l. take any part in the game if she is not holding her crosse.

18. PENALTY

The penalty for a foul is a "free" position. In the event of two players fouling simultaneously a throw is taken.

FREE POSITION

All players must "stand." The umpire indicates where the player taking the free position is to stand. No player is allowed within 4 meters of the player taking the free position. If anyone is within this distance she must move to a position indicated by the umpire. The player awarded the free position then takes the ball in her crosse and on the word "play' from the umpire the game proceeds, that is, the player may run, pass or shoot. The free position must not be taken within 4 meters of the goal, but can be measured in any direction at the discretion of the umpire, according to the nature of the foul. If the foul prevented an almost certain goal, the umpire can order any player or players from between such free positions and the goal.

19. THE UMPIRE

There shall be one umpire. The duties of the umpire shall be to enforce the rules, keep time and record the score. Before the match she will see that the ground, goals, ball etc. are in accordance with the rules. She will allow the full or agreed playing time at the end of which she will whistle and call time. In the case of an accident or stoppage for any other reason, the umpire shall suspend the game noting the time lost, which shall be added to the end of the quarter during which the accident occurs. She will play the advantage rule/hold the whistle, and note rough or dangerous play, misconduct or unsportsmanlike behavior. In addition to awarding a free position, the umpire may also warn the offending player and then may, on further offense, suspend her from participation in the game.

N.B. ALL DECISIONS GIVEN BY THE UMPIRE SHALL BE FINAL AND WITHOUT APPEAL.

The umpire shall refrain from putting any rule into effect in cases where she is satisfied that by enforcing it she would be penalizing the non-offending team.

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